

# THE Catholic Educator

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**September 1961**



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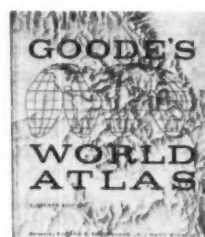
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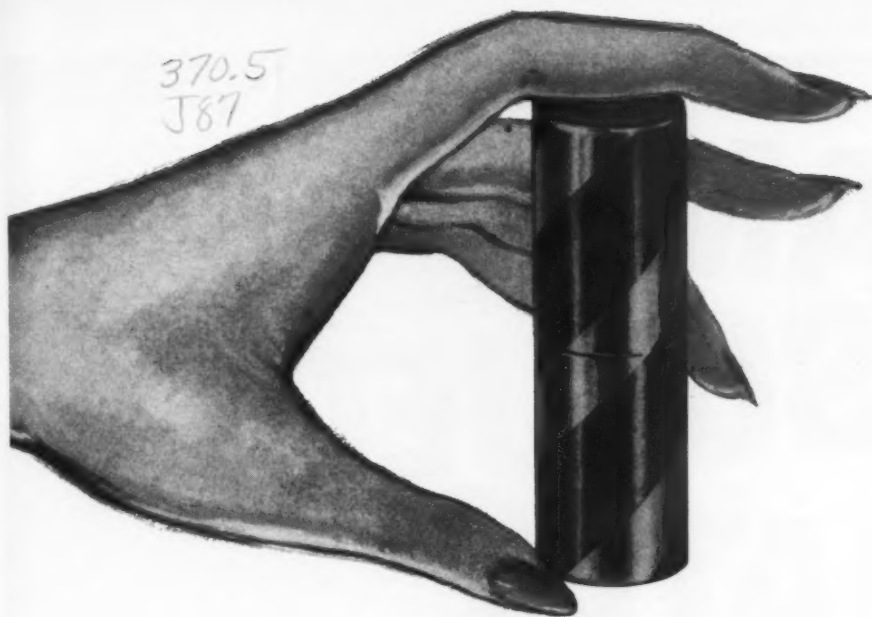
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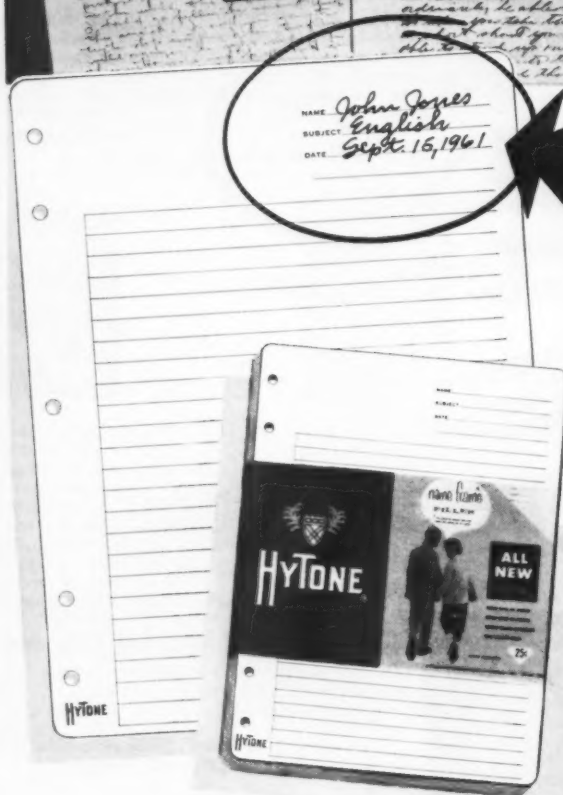
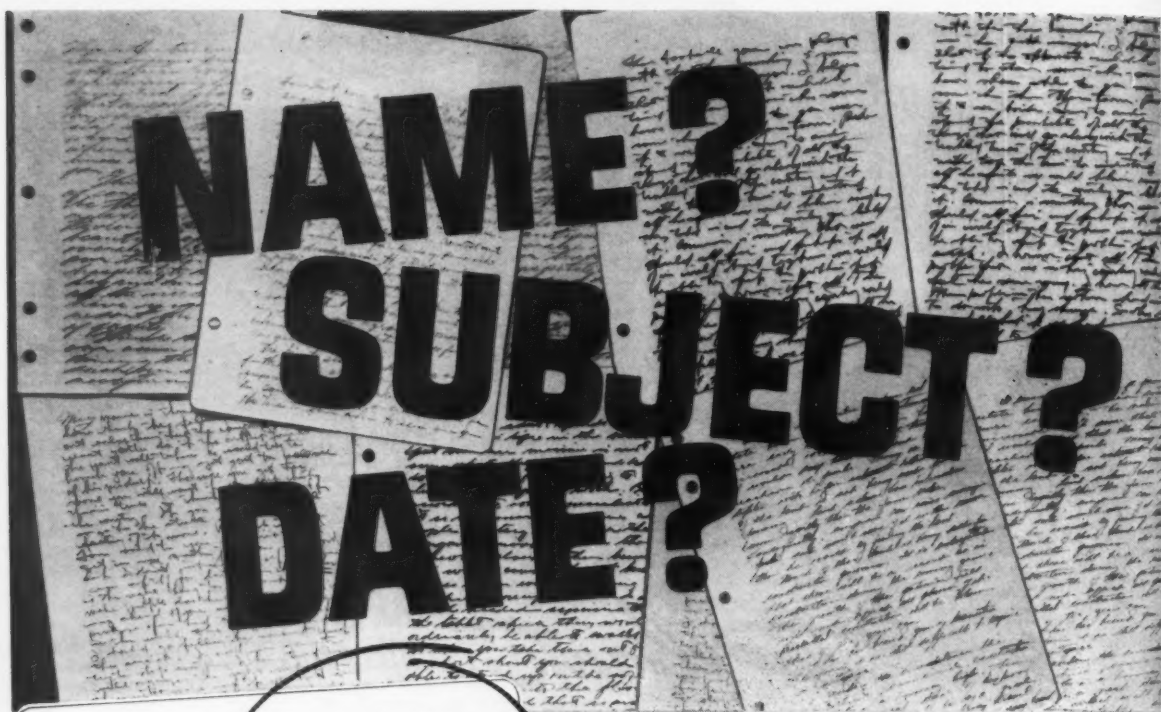


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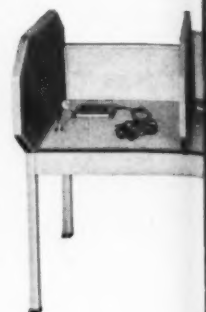
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## ON OUR FRONT COVER

Improvement of reading at St. Agnes School, Kansas City, Missouri. Sister Mary Lucille is using the Tach-X which projects single line and single frame filmstrips. Photo courtesy of Educational Developmental Laboratories.

# Another language laboratory advancement from th



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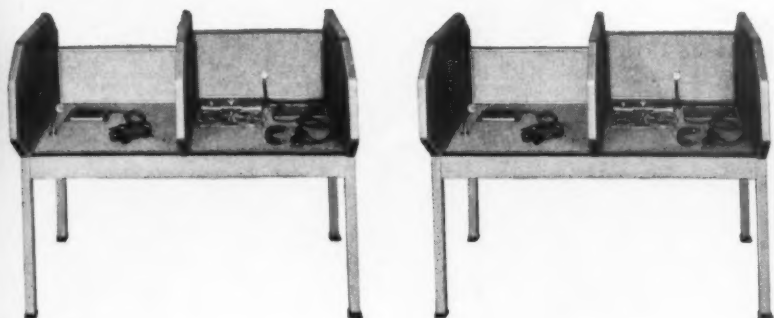
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# CLIPS AND COMMENTS

By  
John F. Wagner

## A DEAD ISSUE— FOR NOW

Of the dead, say nothing but good the old saying goes, but the school aid legislation which was killed in the middle of July in the House Rules Committee was bad legislation from a number of viewpoints and clearly deserved its fate. But oddly enough, it took an administration stalwart, Representative James J. Delaney from the Queens section of New York City, siding with five Republicans and two Southern Democrats to kill the measure. Packed at the start of the present session so that just such occurrences would not happen, the Rules Committee, with the combination of seven Republicans and Democrats opposed in principal to Federal Aid and one Democrat who desired equal rights for all, rebelled and defeated the President's top priority measure.

The New York *Times*, which had devoted editorial after editorial in support of the measure, called the vote "outrageous" placing the blame squarely at the Catholic doorstep and stating:

For the first time in the United States, the interests of Catholic education are being set against the interests of secular education in a political context. The bitterness aroused over this unnecessary battle can only weaken our country in a way familiar to many European lands but up to now virtually unknown to the United States.

Actually, of course, the *Times* is far from the truth here but the vote does indicate that if Catholics had not made their voices heard on this measure, Federal Aid would have passed the Rules Committee and possibly passed the Congress. Catholic pressure on Mr. Delaney from his home district impressed upon him the feelings of Catholic citizens and thus with their interests in mind, called the NDEA extensions planned to help Catholic and other private schools a "sop" and voted to kill the educational legislation until proper measures were written to insure justice to all school children.

Although the bill is dead for this session, rest assured it will pop up again at the next, and the next, until passage is gained. Although convinced that this legislation is not needed, we are pessimistic in view of the administration's desires on this and the force of the lobbies in back of it. Thus it is essential that the activity which succeeded in whatever way it did succeed

to shelve this bill, must be kept alive for the next bill when it comes up.

As for the 1961 bill, unneeded, unwanted, discriminatory and the first step to federal control, *requiescat in pace*.

## THE ARCHBISHOP AND THE INTELLECTUALS

In recent years, we have seen much in the way of writings, talks and discussions concerning the intellectuals and their position in the world today. Some years ago, there was a question as to whether or not we had any intellectuals at all. Then, depending on what definition was used, we found some—or even quite a few—and now, with the intellectual mills running at full blast, we see concern being expressed over which way and in what direction the newly-found intellectuals are going.

One indication of this concern is the recent "*Monitum*" issued from the Holy Office on the subject of biblical studies. Disturbed by the reaction on the part of the faithful to the disclosures of certain theories, Church authorities have warned biblical scholars to handle Sacred Scripture in word and writing with prudence and reverence so that the consciences of the faithful will not be disturbed nor the truths of the faith harmed.

But the concern over intellectual direction was perhaps most articulately expressed by the Apostolic Delegate, Most Rev. Egidio Vagnozzi, in a recent talk before the 1961 graduates of Marquette University. His talk was widely publicized and thus will be only briefly summarized here. The Archbishop called attention to the disturbing trend on the part of some Catholic intellectuals who feel that the Church is hindered by her attachment to traditional positions and thus try to build a bridge from Catholic culture to secular culture at the cost of departing from these positions and introducing novel interpretations of standard teachings. In particular the Archbishop mentioned biblical studies, ecclesiastical art, and the liturgy as three areas in which this trend was evident and where some rethinking must be done.

Immediately after the appearance of the Archbishop's talk, nine Catholic laymen circulated an open letter to all news media questioning some of the Archbishop's statements and defending intellectuals against attack. These

(Continued on page 10)





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(Continued from page 8)

laymen—six in education, two in research, and one in journalism—unfortunately leaped to some conclusions not warranted by the text of the talk, but nevertheless highlighted the problem as they see it of the intellectual's status in the Church: that of seeking truth in the Catholic tradition within the secular environment and communicating with fellow Catholics and with their hierarchy regarding adaptations to the secular scene.

The strain that exists between intellectuals and Church over intellectual endeavor is not a new one—far from it—and perhaps we will always have it with us. But this strain does not indicate serious difficulty—rather it indicates that the intellectual is seeking new answers to present-day problems and the Church, in evaluating those new answers in the light of traditional teachings, is anxious to incorporate the good, but not at the expense of compromising traditional positions.

The Church and the Catholic intellectual can certainly work in harmony and if the Archbishop's talk can be taken for what it was—a reminder that the Church fosters intellectual activity but is the ultimate authority in theological matters and that its teachings cannot be varied to suit temporary conditions—then those who pursue intellectual endeavor can take the guideline and proceed to fulfill the hopes of the Pontiffs from Leo XIII to John XXIII for effective Catholic activity within the contemporary scene.

## NEW MATHEMATICS

It may very well be that in a relatively few years, the entire concept of mathematical teaching will be completely revised to eliminate much of what is currently being taught today and incorporating the new mathematics of the space age into the basic curriculum so that the students will have a good background when they enter college.

A 246-page report just issued by Professor Howard Fehr of Columbia University summarizes the thinking expressed at a recent seminar sponsored by the Organization for European Economic Cooperation at which mathematicians from sixteen European countries, the United States, and Canada participated. Some of the conclusions reached were that Euclidean geometry is passé and the 200-year old method of progress from arithmetic to

algebra to geometry to trigonometry to calculus should be scrapped. Instead, the educators would stress from the earliest grades the new concept of the unity of mathematics and an understanding of its structure using new techniques. In terms of modern mathematics, physics, and sciences, the mathematics currently being taught to the elementary and high school students in most Western nations is a dead language.

According to Dr. Fehr:

The new language of mathematics which is being spoken by mathematicians and scientists is applicable to the technological society we are constructing. Many of these things which we loved should be taken down and put into museums for historians. The electronic computer has outmoded the use of logarithms since the gyrocompass and radar have eliminated the need for the trigonometric solving of triangles for navigation and surveying. The new concepts must be taught in high school to prepare the students for the type of mathematics that they will find when they reach college.

We have no doubt that the study of mathematics will be changed in years to come but we mourn Euclid and his isosceles triangle—a beloved scar on our academic heart—and we anticipate the soon to be perennial and perhaps unsolvable question of "What happens when the computer breaks down?"

## IT SHOULD BE NOTED THAT . . .

\* Names in the news recently include: Reverend Edward J. Burke, C.M., former dean at St. John's University has been appointed president of the University and superior of the Vincentian Community who staff the university. He replaces Very Rev. John A. Flynn who, during his 14 years as president, guided the University to new standards of academic achievement and established an entirely new campus for the University away from its former downtown Brooklyn, New York, location. We have had the pleasure of meeting Father Burke and know that St. John's is gaining a foremost educator and capable administrator as its new President. *Ad Multos Annos!* Reverend Neil G. McCluskey, S.J., dean of education at Gonzaga University, education editor of *America* and author, will lead the first American Jesuit missionary effort in Africa. Father McCluskey will go to Lusaka, Northern Rhodesia, to establish an in-

stitute on social and economic studies at a university being opened there by the government.

\* Five private colleges in the Finger Lakes section of New York State have announced that they will cooperate on a joint venture to provide higher academic standards and better economic control of their educational process. Steps include sharing in one library, sharing in excellent teachers, unpopular but necessary courses offered in one college for credit open to all, and joint purchasing of supplies and printed materials. This trend would seem to be a logical and praiseworthy step on the part of numerous other small colleges caught between the squeeze of high costs and high standards.

\* Although there are others, we note that the diocesan superintendent of schools in Miami, Florida, Msgr. William F. McKeever, has announced that courses emphasizing the tactics and propaganda methods of the Communist Party will be inaugurated in schools throughout the diocese this September. Would that all Catholic schools would adopt this fine program!

## SPECIAL NOTE

Perhaps you have wondered why so many items in these two pages are concerned with happenings in public education, secular universities, and individual research—most of which is done by people outside Catholic education. We have wondered too and can only come to the conclusion that it is simply because the achievements and progress of Catholic individuals and institutions from the kindergarten to the graduate school are simply not receiving the publicity that their counterparts in the secular field are. We depend heavily on news media of all kinds to make up this column and it is a plain and simple fact that there is just not that much news about Catholic educational institutions or individuals in Catholic education worthy of special interest.

So we urge you to discard the bushel and let the light shine. We would like to hear from you about things of interest which would interest all Catholic educators. We would like to have the results of research, news of grants for special work, new courses, new innovations in old methods, and other matters. You don't have to beat a drum, but you do have to communicate and if you do, we shall do our best to spread the word.

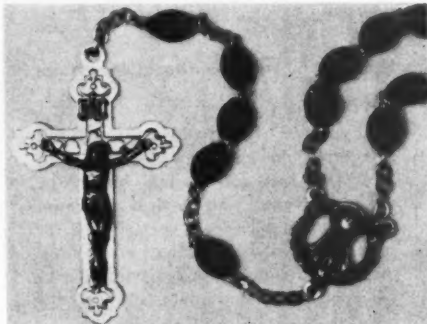
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# Reader Reaction

## Missioners Seek Educational Magazines

EDITOR:

At present we have many requests from missioners asking for Catholic literature. This they use to help spread the Faith. However, your readers may want to know that there is a special need for professional works. Hundreds of teachers, priests, and nuns, in schools throughout the Far East, deeply appreciate any educational magazines they can get.

If any of your readers mails us a postcard, we shall send him the name and address of some missioner who has special need for educational magazines so that he may remail his own magazines to the missioner, directly.

ROBERT J. MIHELYI

Kenrick Remailing Service, Kenrick Seminary, St. Louis 19, Missouri

## NEA: Sacred Cow?

EDITOR:

As a Catholic parent who reads THE CATHOLIC EDUCATOR with great admiration, I would suggest one area which you do not cover and which, I feel, you should cover. I refer to the National Education Association and its doings. For information on this I have to turn to other fine publications (e.g., *National Review*). Dr. Russell Kirk, for example, has been laying bare a lot of disturbing activities of NEA vis-à-vis all private education. Why can't I find this as part of any Catholic educational review?

May I suggest that you secure a few articles dealing with the aims of NEA, overt and covert, or once in a while assign a writer to keep us abreast of NEA through its official organs?

In the July issue of *National Review*, for example, in which he takes up the "Michigan case," Russell Kirk writes:

The dervishes of the National Education Association are much given to denouncing any man who ventures to criticize anything in any state-supported school as "an enemy of the public schools." Well, these NEA gentry know something about enmity, if not about education; for their crowd, acting ordinarily through the several state education associations and through their interlocking directorates that give them control of most state departments of public instruction, long have been doing whatever they can to injure private—including church-connected—schools.

FRANK MORRIS

Wheatridge, Colorado

## Deliberate Ignorance of Issue?

EDITOR:

Readers will recall from the course in Minor Logic the fallacy of *ignoratio elenchi*. And if any of the teachers of Minor Logic are still using that old example of the fallacy—"Logic never made any woman a better cook"—I suggest that there is ample example now of the "ignorance of the issue" fallacy in the present hassle regarding the giving of Federal aid to Catholic students (not schools).

May I suggest a sample, and I'd like to see this a part of the permanent CE record.

In the following exchange of letters there are two correspondents: Mr. Vincent Corley, a national vice-president of Citizens for Educational Freedom; Dr. Frederick Hovde, President of Purdue University who served as chairman of the Presidential "task force" on education.

Mr. Corley wrote the first letter. Therein he wrote:

What I don't comprehend is why you didn't include my children in your recommendations. I am a citizen by birth and so is my wife. My children were born in the United States.

Do you mean to imply, or have you even thought about it, that because my children attend independent, non-state schools they should be excluded from benefits common to other citizen students? Are my children second-class citizens because they exercise constitutional rights?

Now that is a very simple letter, and I think Mr. Corley was quite obviously speaking about the *civil rights of his children*. Dr. Hovde wrote a letter in reply, and it is to be commended for its promptness and its good grammar, not, however, for his grasp of the issue. Watch Dr. Hovde now as he either misses the very simple point or else as he very cleverly tries to change the issue. In his reply Dr. Hovde remarks:

Thank you for your letter of Jan. 6 in which you state your view that any Federal aid program to elementary and secondary education should be made available to independent and parochial schools as well as public schools.

Remarkable! Mr. Corley had never—nor had Citizens for Educational Freedom—stated that "any Federal aid program to elementary and secondary education should be made available to inde-

(Continued on page 14)



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**Reader Reaction**

(Continued from page 12)

pendent and parochial schools as well as public schools."

I suggest we face the facts. Dr. Hovde is just as smart in Minor Logic as any reader of THE CATHOLIC EDUCATOR and can spot an *ignoratio elenchii* a mile off. He didn't miss Mr. Corley's point; he deliberately changed it. J. C. PAYSEN  
 Elmhurst, New York

**Colleges and Local Parishes**

EDITOR:

Now that you have closed the volume for the school year (1960-61), I want to pass on a word of congratulations on the breadth of your editorial coverage. A former Catholic college prof (now selling insurance because God has been good to me and my wife and has given us six children), I am, as a parent, vitally interested in the advances made in all education, Catholic particularly. And so I have kept up my subscription to your magazine.

One article you had in May, "Are College Graduates Lost to the Parish?" written by Father Charles Paris prompts me to "tattle" from my teaching days. I pass it on to your readers not in the form of a "gripe" (I have nothing to gain from such), but to implement the remarks of Father Paris.

I taught at a Catholic woman's college for seven happy years. In all that time I met and grew to admire many members of the local diocesan clergy, apart from my own parish priests. Incidentally, I met them all outside the college halls. About the sixth year of my tenure there a big fund-raising drive was planned and the whole faculty was expected to contribute time, ideas, and some effort. "Public relations" was the theme of the hour, and there were many laudable plans to enlist the good will of the Protestant and Jewish communities. At one of these meetings I made bold to suggest that we had never, as a college, made any effort to even get to know the local priests whose young ladies we were teaching. This suggestion met with a very embarrassed silence, and it was, it seemed, now more difficult to make plans to win the friendship of the local clergy than of anyone else. It would be too obvious that overtures now would mean that "we greet you because we need you."

Anyway, the Bishop assessed each of the local parishes a certain amount to help the local college get its building program underway. These priests made their appeals out of obedience and out of love of Catholic education. I know from my friendship with so many of these priests that their hearts could have been in it a bit more if even very cold and synthetic public-relations efforts had included them all along.

Ex-Prof

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September 1961

15

# Audio-Visual News

## New Jam Handy Catalog Matches A-V Aids to Curriculum

A new catalog describing 909 subjects in curriculum-oriented and class-tested instructional materials is being made available on request to teachers and administrators, The Jam Handy Organization announces.

The new publication presents and describes filmstrips, records and motion pictures. There are specific identifications of materials that are eligible for purchase under the National Defense Education Act. From primary to college and adult education classes, suggested use levels are given. The subject material extends through the entire curriculum, including science, mathematics, guidance, voca-

tional education, language arts, social studies, and music appreciation.

The new catalog is obtained through the School Service Department of The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan, and from authorized Jam Handy dealers.

A-V 1

## Mobile Tape Recorder Utilized at Dominican College

Dominican College, Racine, Wis., recently completed the installation of an all-encompassing tape teaching laboratory. The use of tape recorders was not limited, however, to within the walls of the lab. The accompanying picture shows

a special tape recorder on wheels which can be used anywhere in the school. The Sisters are demonstrating one use of this unit: recording songs sung by groups (part of foreign language instruction).

Instructors use this unit to make master tapes in the privacy of their respective offices, record special radio programs, transfer disc recordings to tape, etc. The unit houses a Webster Ekotape Model 332 recorder and components.



Pictured are instructors in the foreign language department at Dominican College (l. to r.): Sister Marie Bertrand, O.P., associate professor of Latin; Sister Mary Anthony, O.P., associate professor of French; Sister M. Rosaria, O.P., associate professor of Spanish; and Sister M. Josepha, O.P., assistant professor of German.

A-V 2



## Musical Multiplication Records

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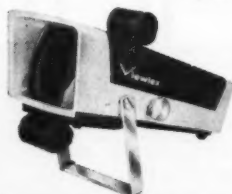
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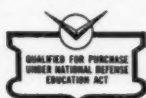
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## Audio-Visual News

(Continued from page 16)

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Preparing transparencies is a simple process: exposing the Projecto-foil to the master, developing the viewfoil, and taping the viewfoil to the mount for projection. An Ozalid Projecto-Printer which is a combination diffusion transfer and diazo printer is recommended, the unit costs \$350. And it is adaptable as a general office copy machine, as well. Or, any diazo machine can be used. The transparencies can also be exposed to direct sunlight and developed in a jar using ammonia fumes.

A-V 3

### Jam Handy Receives Festival Medal

At the American Film Festival, in New York, The Jam Handy Organization was awarded Blue Ribbon medals for the educational filmstrips, *Airplanes, Jets, and Rockets* and *Instruments of the Symphony Orchestra*.

The first includes six color filmstrips showing the forces which make airplanes, jets, and helicopters fly, how these vehicles are controlled, their importance to man, and means of space travel.

The second is a series of six color filmstrips with accompanying recordings, showing how each instrument is held and played, how instruments are placed in the orchestra, and the sounds of individual instruments, both in solos and with orchestral background.

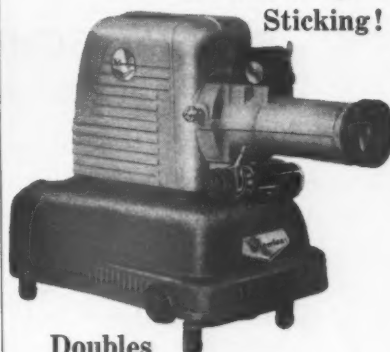
(Continued on page 22)

## FILMSTRIP AND SLIDE

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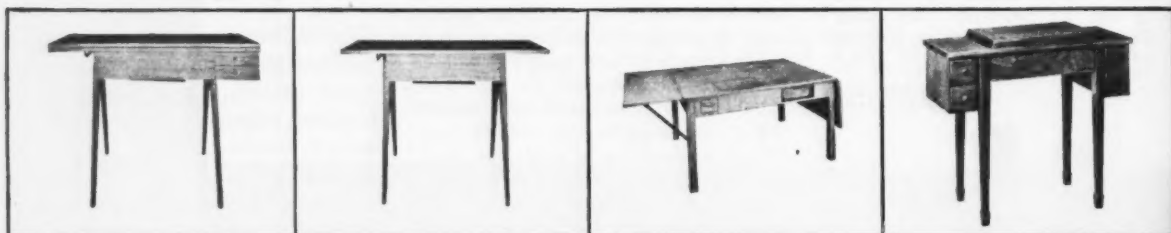
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#430 drop-leaf 3-way sewing-study-cutting desk. #431 efficiency sewing-study desk with Formica plastic top. #419 sewing-cutting table for two or four, with extensions. #401 Durable machine cabinet with four drawers.

*Individual tote trays fit #430, #431 desks, and #419 tables. Special sewing-comfort chairs in blonde or walnut.*

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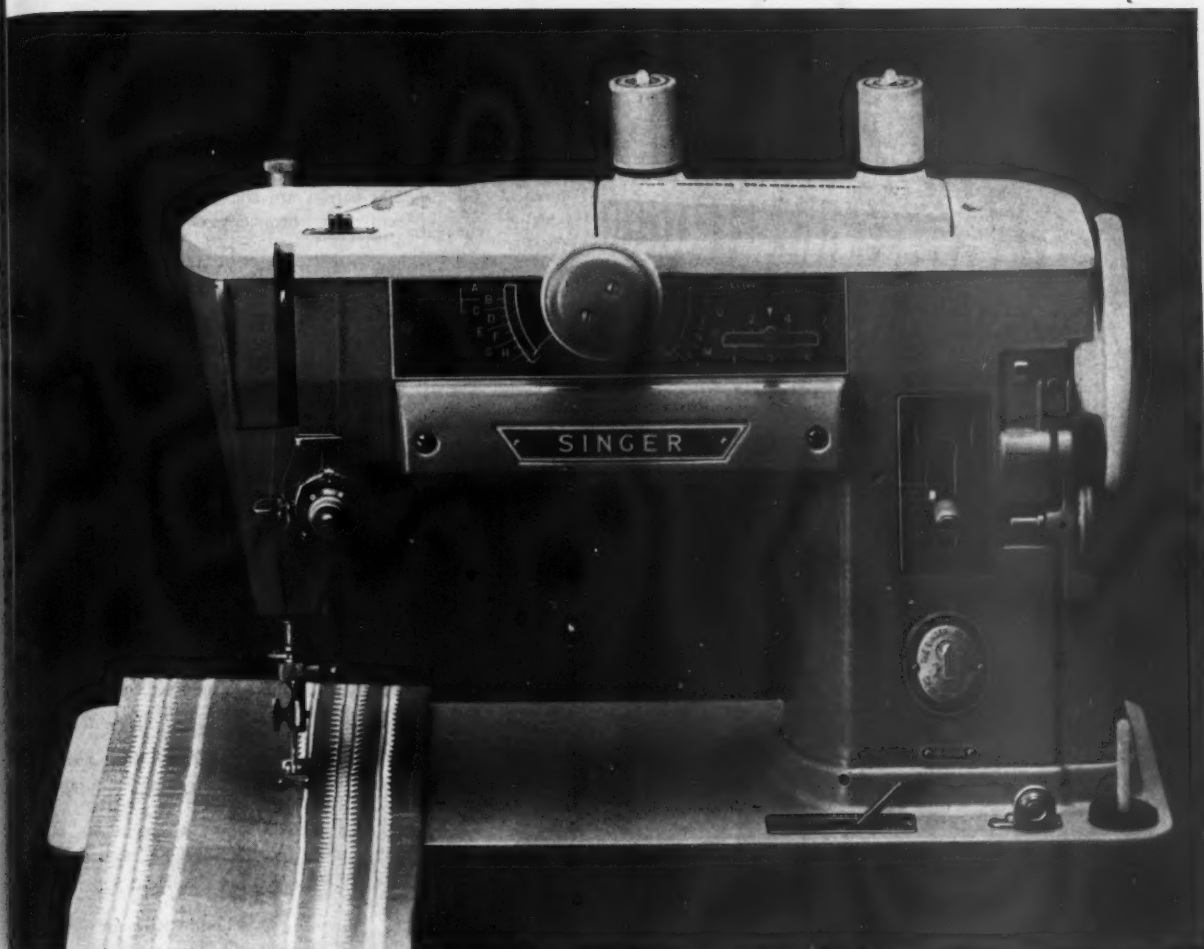
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CITY \_\_\_\_\_

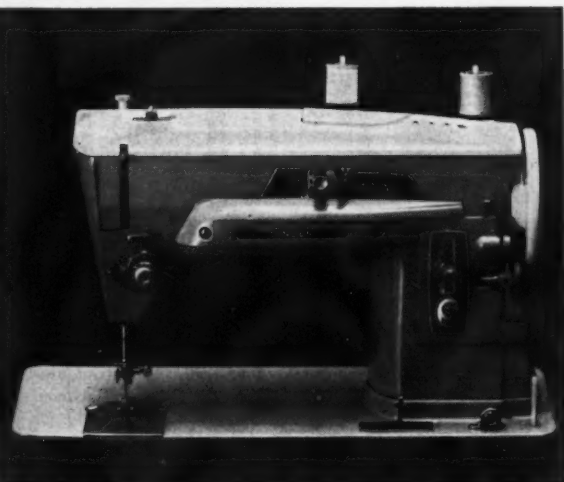
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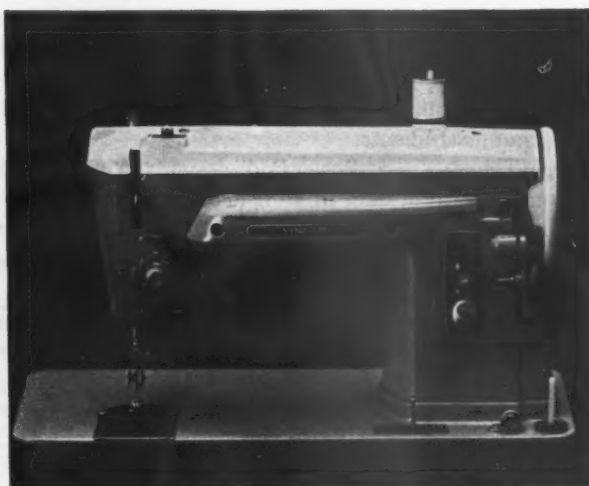


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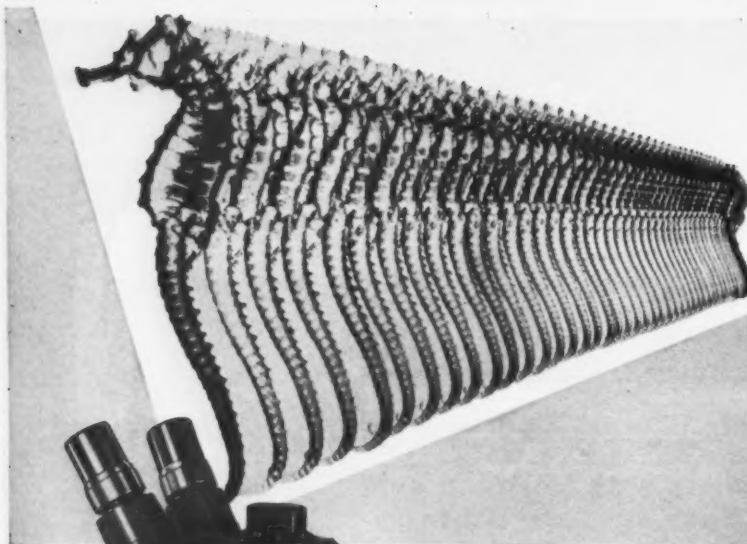
select stitch, "tune" the dial . . . and sew! Zigzag mechanism disengages for flawless straight stitching. Drop-in front bobbin, fixed bobbin case—as in all Slant-Needle Series machines.



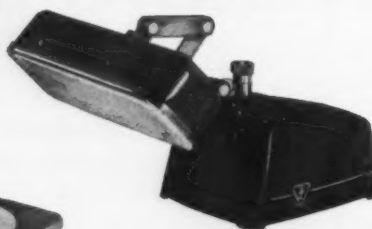
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or anywhere  
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- ☐ Please send Catalog D-15 with complete information on B&L StereoZoom Microscopes.
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Address .....

City ..... Zone ..... State .....

Course taught .....

## Audio-Visual News

(Continued from page 19)

Sponsored by EFLA, the Festival is held annually. Selected films from over 500 entries are shown. Awards are presented after three days of screenings.

These two series are available from The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Michigan, and its authorized dealers. **A-V 4**

### Glossary for Language Lab

Here is a handy glossary of terms that will give a common ground of understanding for teachers and the language laboratory specialist. The 4-page Glossary, available from Switchcraft, Chicago, Ill., covers functions, learning terms, and tape recording terms.

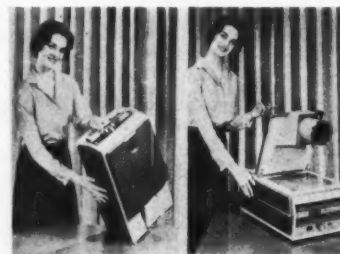
The audio-visual director and teacher will be aided in selecting the best language laboratory equipment by knowing that an audio-passive exercise is what teachers have been calling "listen-only" and that an audio-active exercise is what is called "listen-respond-record" or "listen-respond-record-compare."

The glossary of tape recording terms would interest any one who uses the tape recorder.

For a copy of the Glossary write to Switchcraft, Inc., 5555 N. Elston Ave., Chicago 30, Ill. **A-V 5**

### Portable Overhead Projector

A new overhead projector which combines portability with all of the features of a full-sized standard model is offered by Minnesota Mining and Manufacturing Co. Also announced are a quality line of positive, negative, and color projection transparency film as well as a new color lift film.



As the picture shows, the new portable projector folds into a single, self-contained unit which may be carried to a classroom and then be quickly set up ready for operation. Weighing 30 pounds, the new projector is 14" wide, 22" long, and 10" deep when encased. It opens to an operating height of 22 inches.

The aperture on the projection stage is 10 by 10 inches. It has a 500-watt lamp,

(Continued on page 24)

# Have you heard these questions from your students?...

## your SCIENCE students . . .

### What are satellites?

An Alabama third grade teacher SHOWED them—with the Jam Handy filmstrips First Adventures in Space. (1)

### How do jets fly?

A Michigan sixth grade teacher SHOWED them—with the Jam Handy filmstrips Airplanes, Jets and Rockets. (2)

## your MATHEMATICS students . . .

### How can I share my paper with Tommy?

A Pennsylvania second grade teacher SHOWED them—with the Jam Handy filmstrips Mathematics for Primary Grades. (3)

### Which is bigger—a third or a fourth?

A California fourth grade teacher SHOWED them—with the Jam Handy filmstrips Introduction to Fractions. (4)

## your HISTORY students . . .

### Did all Indians live in wigwams?

A New Jersey third grade teacher SHOWED them—with the Jam Handy filmstrips How the Indians Lived. (5)

### What are the differences between Communism and Democracy?

A Texas high school teacher SHOWED them—with the Jam Handy sound filmstrips The Battle for Liberty. (6)

## your GEOGRAPHY students . . .

### Why don't people on the other side of the earth fall off?

A Utah fourth grade teacher SHOWED them—with the Jam Handy filmstrips Introduction to the Globe. (7)

### How do people in Thailand earn their living?

A Minnesota sixth grade teacher SHOWED them—with the Jam Handy filmstrips Asiatic Lands and People. (8)

When your students ask questions, don't tell them—SHOW them—with class-tested Jam Handy filmstrips. Use the convenient order blank below to request the filmstrips that helped these teachers . . . or to get information about other Jam Handy materials that can help your students find the answers to their questions.

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Please send me on approval the filmstrip kits encircled below:

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"You'd be amazed at the progress my students are making in arithmetic! This colorful Math Wheel and other Milton Bradley Teaching Aids help me bring arithmetic 'to life' in my classroom. My students now take a much greater interest in arithmetic — and learn much faster!"

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**DAY BY DAY CALENDAR** — Teaches relationships of days, weeks, months, years. Holiday and special events cards included. No. 9374.....\$3



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SPRINGFIELD 2, MASSACHUSETTS  
Also available in Canada

## Audio-Visual News

(Continued from page 22)

a 14-inch focal length and f3.5 lens. The selling price is \$299.

The new quality film is a sturdier version than the regular "Thermo-Fax" projection transparency film.

The new color lift film is used in the same way as the regular films. With it, a four-color transparency can be made from any magazine page in about two minutes. The cost of the film ranges from 13¢ to 16¢ per sheet. The new lift film is simply run through any standard "Thermo-Fax" dry process copying machine along with the picture to be reproduced. The picture adheres to the film and the paper is removed by soaking it in a solution of detergent and water.

A-V 6

### Rear Projection Unit

With the development of wide angle lenses, the rear view projection unit can work with all popular makes of filmstrip projectors. This new use provides schools with the opportunity of using two media, motion picture films and filmstrips, in lighted classrooms.



Price for a 1 1/8" focal length lens for filmstrip projectors is approximately \$40 plus a slight additional charge for a lens adapter sleeve on certain models and makes.

For additional information write the H. Wilson Corp., 546 W. 119th St., Chicago 28, Illinois.

A-V 7

### A Teacher Education Film

A new teacher education film, *Globes: Their Function in the Classroom*, is announced by Bailey Films, Inc. Many types of globes are shown with their specific uses demonstrated. The film emphasizes the importance of correlating globes and maps, explains symbol charts, and illustrates a graded globe program.

Starting in the primary grades and progressing to highly advanced globes for secondary science classes, it shows how increased comprehension is achieved on all grade levels. Running time is 14 minutes.

Another Bailey film just released is (Continued on page 32)



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## THE FINEST IN 16MM SOUND FILMS FOR CATHOLIC AUDIENCES

### MIRACLE OF MARCELINO

Every one will be stirred by the gentle humor and piety of this picture. Fervent Catholics will be thrilled by its simple faith in the tender love of God. Children will find in Marcelino a lovely story, delightful and edifying. The mature will be moved by its integrity, beauty and symbolism. VIEW nominated Marcelino as the most Catholic picture of the last ten years.



### GOD'S WAR

The heart-rendering set-backs and frustrations suffered by Father Andre, a young Parish Priest on his first assignment, and how he overcame these obstacles by faith and devotion, is an inspirational drama. Among the many awards received by this outstanding motion picture are: The Venice Film Festival; First Prize French Cinema; First Prize Italian Film Critics; International Catholic Award; the Zelznick Award.



### SAINT THERESE

In September, 1919, Pope Benedict XV authorized the Congregation of Rites to open the debates, which are to end twenty-six years after the death of Therese, in her beatification, an unprecedented occurrence in the annals of the Church of that era. And it is through these proceedings of canonization that we shall watch unroll before our eyes the moving drama of St. Therese of Lixieux.



### THE SONG OF SISTER MARIA

An inspirational drama of a young and beautiful opera star who gives up a promising career to become a nun in a nursing order. It is a story of her faith, love and devotion in helping the less fortunate, and eventual assignment to a leper colony in India. Her rendition of Ave Maria sung in the hospital ward during Christmas is simply magnificent.



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September 1961

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WITH "ADD+A+TRACK"®—Model 722—\$259.95\* LIST

- **RECORD STEREOPHONICALLY** and enjoy stereo play-back of 2 track or 4 track stereo tapes.
- **PUSH BUTTON CONTROLS** afford simple operation. Safety interlock prevents accidental erasure of recorded material!
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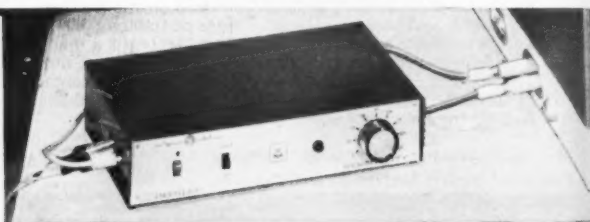
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"ADD+A+TRACK"®...  
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Valuable Teaching Tool!

Versatile V-M "Add-A-Track"® offers unlimited opportunities for powerfully effective teaching methods! A teacher records lessons. Then, or at *any* later time, the student records on another track while *listening* to the teacher's recording. On play-back, both recordings are heard simultaneously! Student track may be re-recorded any number of times without affecting the teacher's or master track.



Unite Sight and Sound for More Efficient Instruction!

**V-M Slide-Projector Synchronizer**  
**Model 1412—\$49.95\* LIST.** A V-M Tape Recorder and Synchronizer in conjunction with a slide or strip film projector, increases the significance of any visual presentation. Offers more economical "do-it-yourself" training aids. With V-M's simplicity of operation, Synchronizer adds in-audible slide-change cues to tape recorded commentary. On play-back, these cues actuate remote-control projector, automatically advancing slides at times selected!

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### V-M Classroom Record Players Feature Superior Performance... Rugged Durability!

**V-M Portable High-Fidelity  
Record Player and P.A.  
Sound System—Model 201—  
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11" precision turntable! Dual Needle Cartridge is compatible for play of any monaural or stereo record monaurally! Full complement of controls! Complete input and output receptacles! A High-Fidelity Speaker System with two speakers especially tailored to the speaker enclosure to assure better bass response. "Tolex" Vinyl Case Covering resists scuff and stain! Washes clean, metal corners! Available in Marine Green or Metallic Gray.

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Please send me additional information, without obligation, on V-M Tape Recorders and "Audio Learning Center" proposal.

## By-Lined Film and A-V Reviews

### Shakespeare's Hamlet

Review by

Sister Mary Michael Whalen, D.Cr.

This is one of four filmstrips, others being *Julius Caesar* (reviewed separately), *Midsummer Night's Dream*, and *As You Like It*. The teaching of these latter comedies will also be aided by the filmstrips. In both, the editors have taken significant scenes to highlight. Students will recognize Puck with delight, from the former play, and will probably find most pleasure in the portrayal of Jacques in the second. Frames vary from 36 to 40. Price is \$3.50 per filmstrip. The distributor is United World Films, Inc., Educational Dept., 1445 Park Ave., New York 29.

To the lover of Shakespeare the word, "filmstrip," is apt to provoke misgiving if not at worst hostility. For there is nothing between Shakespeare and the student except a little hard work, for which students were made. These four filmstrips, together with the teaching handbooks accompanying all of them, need not intrude however. In fact they can help, and vitally. The commentary on the scenes, as provided in the handbooks, is based on excellent scholarship and will help the

teacher review quickly the facts that may have been forgotten.

While the handbooks may help the teacher before beginning to teach the plays, the filmstrips themselves will probably serve best after the class has studied them. They will then be recommended by the double elements of familiarity and surprise which all people like.

When we teach Shakespeare's tragedies we're always aware of the classroom limitations in any presentation. Our twentieth century imagination often has great difficulty in placing itself in the Elizabethan atmosphere. Yet, for a thorough appreciation and understanding of these pieces of art, the environment is helpful.

To fill this need, visual aids are a service to the teacher. It is understood that the aid is not meant to substitute for the class; it is a co-worker in which the animation, expression, and scenery of *Hamlet* or any other play can be supplied to the class.

Although one regrets the absence of Rosencrantz and Guildenstern, the filmstrip gives us a good character sketch of Hamlet, the serious preoccupied hero. The teacher's handbook fills in extra details which aid in discussion and supplementation. The facial expression of Ham-

let during his soliloquy and during his discussions with Horatio concerning the ghost are excellent departure scenes for a classroom analysis of Hamlet's character.

It would not be practical to have the whole play on filmstrip. The editor of this one has chosen his selections carefully, bringing in Hamlet, the King, the Queen, Polonius, Ophelia, Laertes, and Horatio with their most significant lines. The pictures concentrate on the scenes most impressive so far as theatrical appeal is concerned. In particular, the duel at the end is significant, showing the scenes leading to the death of Hamlet and uniting all the loose ends with the exit of the hero.

The filmstrip possesses a unity, with balance and completeness of scenes. It carries the observer through the play keeping Hamlet well in view, although bringing in other characters in their turns with the death of Polonius well placed in the middle of the rising and falling action. From the derangement of Ophelia to the end, we witness the progression of tragic scenes culminating in the death of Hamlet and the farewell to the hero.

The total effect of the filmstrip is good. We are brought into contact with the Prince of Denmark and his surroundings. The visual aid in this case clarifies many

(Continued on page 30)

## Language laboratory results in your classroom



These Series of color sound filmstrips provide the teacher with continuing assistance in achieving the primary goals of aural comprehension, speaking, reading and writing in French and Spanish.

All 40 French and all 30 Spanish lessons are carefully graded. Filmed entirely in France and in Mexico, they provide scenes in color of everyday life. The recordings accompanying the filmstrips, which are available on tape or record, consist of natural, realistic dialogue and employ more than 90 native French and Spanish voices. The recordings have time-tested pauses for student repetition.

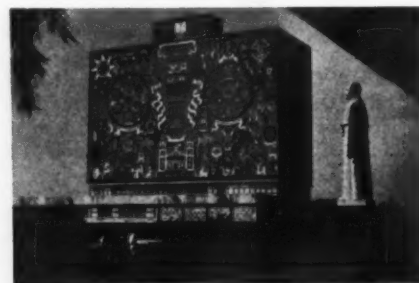
**NOW AVAILABLE:** Taped Listening Comprehension Tests to accompany each lesson of the French and Spanish Language Series.

For more detailed information, write to:

**PATHESCOPE EDUCATIONAL FILMS, INC.**

71 Weyman Avenue

New Rochelle, N. Y.





## FOR C.C.D. TEACHERS OF ELEMENTARY GRADES

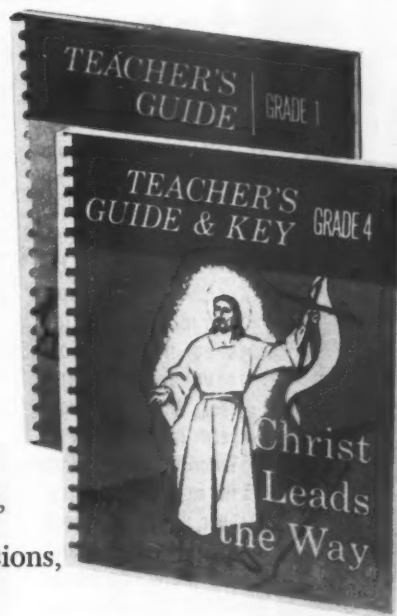
**THE ON OUR WAY SERIES** is enjoying extraordinary success throughout the country in Confraternity classes wherever it is used. The thoroughness of the teachers' guides accompanying each pupil text is proving useful to religious and lay teacher alike. These guides are the most complete books of their kind on the market.

**BACKGROUND INFORMATION** is provided at the beginning of every lesson, including all necessary doctrinal materials, and references to Sacred Scripture and the liturgy. All of the basic doctrines in the Baltimore Catechisms are provided for.

**LESSON PLANS** are given in outline form, showing the teacher what to do and say at each step of the lesson, when to inject stories, commentary, activities, discussions, and so on.

**SCHEDULES** are carefully worked out to allow maximum coverage of basic doctrine within the framework of the kerygmatic approach to essentials.

**A HIGH SCHOOL VERSION** of the ON OUR WAY Series is now in preparation, and texts and teachers' materials for the ninth and tenth grades, covering the Creed and the Life of Grace, will be available for September 1962 classes.



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Triton, the premium magnetic recording tape, is engineered to stand up under rugged, day-in-day-out use. Exclusive Trionized process minimizes oxide shed, head friction, recorder wear and tear. And it's guaranteed: If the quality of Triton Tape is deficient for any reason whatsoever, we will replace it with whatever brand you prefer. Complete, no-risk Guarantee Certificate included with every reel. For clean, full-response recordings only quality tape can give, try Triton.

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## triton

TRITON ELECTRONICS, INC.  
62-05 30th Avenue, Woodside 77, N. Y.

## By-Line Film Reviews

(Continued from page 28)

ideas and adds depth to ideas already conceived. It pictures for us the somber background and the prevailing atmosphere of tragedy. *Note:* A recording of the lines covered by the strip would provide excellent total effect.

SISTER MARY MICHAEL WHELAN, D.Ct.  
Marillac College, Normandy 21, Mo.

### Pathoscope-Berlitz French Audio-Visual Language Series

Review by Mother Marie Thérèse, O.S.U.

The Series comprises 1726 frames distributed fairly evenly on 40 color filmstrips; 337 minutes of spoken French on 24 records (33 $\frac{1}{4}$  rpm, double-sided), providing 40 ten-minute picture-keyed lessons, and 8 recapitulations for drill in speech patterns and grammar—all packaged in 8 sets of 5 lessons each. Additional aids include: for each lesson, French scripts for students, and an instructor's English script annotated for identification of places, art, etc.; for each set, a detailed manual; one rotary verb finder.

Centered about the experiences in France of a young American of French extraction, the script brings into play

voices of 35 Frenchmen, women, and children who fill roles in the basic story of M. Bertin's ventures in business, travel, social life, courtship, and marriage. Developments in plot lend variety to speed and pitch, giving the student extensive practice in nuances of intonation during the frequent silent intervals intended for imitation of the spoken French. Excellent pictures skilfully weave into the narrative a background of French town and country life.

In the teacher's guides the manifold suggestions for utilization of materials are based on techniques long tested in Berlitz classroom procedures. Instructional aims outlined lesson by lesson include grammatical knowledge and skills to be mastered, idiom and vocabulary lists, pronunciation highlights, notes on scenic and historic landmarks, and correlation with social studies. There are sample questions to aid in repetition and assimilation of matter taught. A glance at these gives indication of the progressive difficulty of the lessons, a development so smooth that the student does not seem aware of pressure.

Since the flexibility of both filmstrip and recording media makes it possible to promote adequate pupil-response through activities geared to maintain interest and challenge on diverse levels of ability, the

(Continued on page 34)

## Langua-Lab

BRINGS AN ENTIRELY NEW CONCEPT TO ELECTRONIC LANGUAGE TEACHING

### MORE LEARNING FOR LESS MONEY

**Langua-Lab Eliminates Costly Complex Consoles • Provides Every Education Facility of More Costly Systems • Provides Personalized Teaching Remote Consoles Cannot • Frees Teacher to Circulate and Teach in Classroom.**



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*Designed to be imitated...not equaled*

# "the saints are real"



10 INSPIRING STORIES OF SAINTS  
PLUS THE CALENDAR OF SAINTS

## in sound filmstrips

NIHIL OBSTAT: CANICUS MORGAN, S.T.L.  
Censor Deputatus Brukljny die VI Februarii 1960

IMPRIMATUR: BRYAN JOSEPHUS McENTEGART, D.D.  
Episcopus Brukljnyiensiis, Brukljny die IV Februarii 1960

A series of 10 color filmstrips and recordings dramatizing the temptations, weaknesses and indecisions with which the saints had to struggle on their way to sanctity. Children will see in these stories that saintliness is within their reach. The saints did triumph through patience and prayer. Children's sins, like the sins of the saints, are challenging foes to be conquered. That is the lesson they learn.

### CALENDAR OF THE SAINTS

The stories of the 10 saints told in *THE SAINTS ARE REAL* are the major saints of September through June. Narration for each filmstrip is recorded on one side of the 12" Hi-Fi record. The *CALENDAR OF THE SAINTS* on the other side of the record is a review of the additional saints' days and feast days for that month. Brief biographies of major saints and their significance, with a full explanation of the liturgical season. Narration interspersed with tunes, rhymes, verses.

SINGLE FILMSTRIP OF ONE SAINT'S LIFE, PLUS 33 $\frac{1}{3}$  RPM RECORD OF SAINT'S LIFE & CALENDAR: **\$9.**

COMPLETE SET OF 10 FILMSTRIPS AND 10 RECORDS

**\$80.**

### THE SAINTS ARE REAL & CALENDAR

SEPT. Holy Mary, Mother of God

OCT. St. John the Baptist

NOV. St. Peter

DEC. St. Paul

JAN. St. Matthew

FEB. St. Mark

MAR. St. Luke

APR. St. John the Evangelist

MAY St. Bernadette of Lourdes

JUNE St. Theresa of Lisieux

PLEASE MAIL "THE SAINTS ARE REAL" AND "CALENDAR OF THE MONTH" (10 COLOR FILMSTRIPS, 10 RECORDINGS) \$80. If not pleased, I may return them for full credit in 15 days.

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

ZONE \_\_\_\_\_

STATE \_\_\_\_\_

NAME \_\_\_\_\_

### MAIL COUPON TODAY

TO GET YOUR \$80. SET FOR A 15-DAY FREE TRIAL

## eye gate

146-01 ARCHER AVENUE, JAMAICA 35, N. Y.

news from **Da-Lite®**



for regular  
or overhead  
projection!

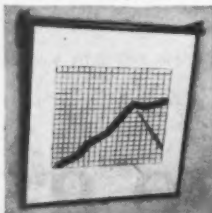
## Vidio "A" SCREEN

with **KEYSTONE ELIMINATOR**

America's finest heavy duty portable tripod screen. New Keystone Eliminator holds top of screen 2" to 18" out from vertical for optically correct overhead projection. Sturdy, simple, easy to use. Only tripod screen that will extend to full square size with ease in top position without bowing.

Your choice of screen surfaces . . . flame and mildew resistant V-3 Mat White or V-4 White Magic Glass Beaded in 50"x50", 60"x60" and 70"x70" screen sizes. Also in 50"x50" size with Wonder-Lite silver lenticular surface. Top quality, heavy duty construction throughout.

New  
Da-Lite  
Keystone  
Eliminator  
Brackets



Sturdy, inexpensive brackets turn your Da-Lite wall mounted screen into an overhead projection screen. Brackets hold screen case 15" to 24" (adjustable) from wall to provide correctly slanting overhead projection surface.

Write for complete information and name of nearest Franchise Dealer!  
Since 1909



**Da-Lite Screen Co., Inc.**  
Warsaw, Indiana

## Audio-Visual News

(Continued from page 24)

*The Lumberyard*, a film for primary grades. It shows how trees are cut, carried to the sawmill, and shipped to the lumberyard. It explains the transportation methods, identifies machines used in the lumberyard, and stimulates the imagination of children to build projects. Running time is 11 minutes.

For complete information write to Bailey Films, Inc., 6509 De Longpre Ave., Hollywood 28, Calif. **A-V 8**

### The Catholic Child's Recorded Religion Series

"In these days," says the Gregorian Institute producer of a new series of children's records, "when children are often exposed to cheap and worthless recordings which neither better their moral sense nor develop their taste, it is news of importance when a truly Catholic record series, designed just for children, is released."

The Catholic Child's Recorded Religion Series incorporates Catholic teachings with short stories for young children, performed and narrated by top-rank Catholic actors and actresses.

These 45 rpm records come in several series: The Mass Series, The Sacrament Series, The Commandment Series, the Patron Saint Series, and the Prayer Series. The script for each series is by a different community of Sisters. The records list at \$1.49 each.

For particulars write to Gregorian Institute of America, 2132 Jefferson Ave., Toledo 2, Ohio. **A-V 9**

### French Course on Film

The Heath deRochemont Corporation is making available to elementary schools the first-year *Parlons Français* course intended for third or fourth grade use. This is in cooperation with D. C. Heath and Co., educational publishers, and Louis de Rochemont Associates, Inc., film producers, and the Modern Language Project of the Massachusetts Council for Public Schools.

The course package consists of a set of 60 fifteen-minute sound film lessons, color or b/w, 16mm or 8mm.—these films include basic dialogues and vignettes filmed in France (preview prints are stocked only in 16mm.); a set of 8-minute sound film teacher preparation programs; two sets of 2-volume teacher's guides; two sets of teacher preparation recordings, on 33 1/3 rpm records or on tape; 25 sets of forty practice and drill recordings for

(Continued on page 54)

Don't Write Off  
ETV as  
*"too costly  
for us"*  
Until  
YOU TALK  
TO TARZIAN



A great many people, we've found, still have a misconception about the costs involved in classroom television. Let us show you how we can furnish the basic equipment at nominal cost, and well within the means of most school systems.

Sarkes Tarzian, Inc. is one of the foremost suppliers of TV equipment for educational use. And, our ETV systems are being used by both large and small schools in all parts of the country.

Why not take advantage of our experience in the field? We'll be glad to work with you . . . show you what other schools are doing . . . and submit a proposal on Low Cost Educational TV to meet your requirements. Call or write:

EDUCATIONAL TELEVISION DEPT.  
BROADCAST EQUIPMENT DIVISION



**SARKES TARZIAN INC**

east hillside drive • bloomington, indiana  
edison 2-7251

### HERE'S A PARTIAL LIST OF USERS— SARKES TARZIAN ETV EQUIPMENT

Ohio State University  
OSU School of Dentistry  
OSU Mobile Science Unit  
Ohio University  
University of Toledo  
University of Dayton  
University of Maryland  
East Carolina College  
University of New Mexico  
Indiana University  
Fisk University  
University of Arkansas  
Des Moines Independent  
School Dist.  
Peabody College for Teachers  
Montana State University  
Montana State College  
University of North Dakota  
University of South Dakota  
College of William and Mary  
University of Omaha  
University of Florida  
Pueblo Junior College  
San Diego State College  
Miami University  
University of Iowa  
University of Oklahoma  
University of Buffalo  
St. Petersburg Junior College





At the new Lexington, Mass., Estabrook School, designed to facilitate team teaching, Richard G. Woodward, Lexington's Coordinator of Instructional Materials, says:



## **"We're interested in teaching efficiency— and equipment that helps make teaching efficient."**

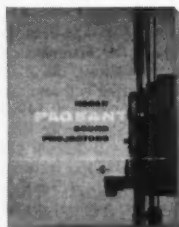
"Because we are interested in efficient teaching as a means to improved learning, the Lexington Public Schools have been engaged in a joint research project with Harvard University for several years to determine the effectiveness of team teaching.

"Just as our new Grove Street Elementary School was designed for team teaching, the equipment selected for it was chosen to provide teachers with efficient, easy-to-use teaching aids. The ease with which the Kodak Pageant Sound Projector is set up and its simple threading path encourage our teachers to make maximum use of

motion pictures in day-to-day teaching.

"We have found that elementary teachers, operating projectors in their classrooms, appreciate this simplicity. We have also found that our Pageant Projectors stand up to hard use with minimum repairs."

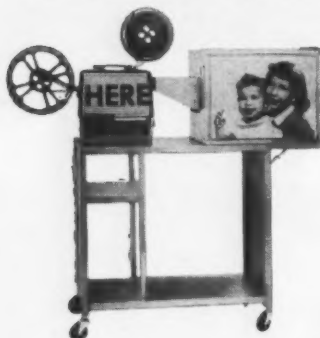
Convenience and ease of operation are just two of the many features teachers like about Kodak Pageant Sound Projectors. Your Kodak Audio-Visual Dealer will gladly demonstrate these at your convenience. Or write for Bulletin V3-22, which describes the Kodak Pageant line. No obligation, of course.



*Kodak Pageant Projector* **EASTMAN KODAK COMPANY, Dept. 8-V, Rochester 4, N. Y.**

## EVEN IN CLASSROOMS SUNSHINE-BRIGHT

### Your Present Projector



... shows  
clear, brilliant  
motion pictures

For less than the cost of darkening a single room, the Wilson Movie-Mover "RP" brings motion-picture education to every room in a building, wing, or floor! Solves teaching problems, frees needed funds for purchase of materials and equipment.

Demonstrated in your own school without obligation. Just send in the coupon.



For every projector table need, see the Wilson line first. Full line of quality tables, competitively priced, with exclusive safety features, including the only table built for safe operation of RCA, Eastman, and Ampro projectors. Specially-built tables for your ETV needs, too.

**H. WILSON CORP**  
106 Wilson St.  
Park Forest, Ill.

Please send full information, including name of my nearest dealer on:

- ☐ Movie-Mover "RP"  
☐ Movie-Mover Tables  
☐ Special ETV Tables

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City & State \_\_\_\_\_

## Audio-Visual News

(Continued from page 32)

the student on 33 $\frac{1}{3}$  rpm records; 25 audio-lingual activity books for pupil use; two teacher's editions of the activity books.

Inquiries about *Parlons Français* may be directed to Heath deRochemont Corporation, 16 Arlington Street, Boston 16, Mass. **A-V 10**

### New Teaching Method for German

A new development in language teaching is announced by Communications Media Service, a division of Sager Film Productions, Mequon, Wisconsin. It is a new course in the German language designed especially for elementary classes.

The materials provide "person-to-person communication" between elementary age children and the youthful American pupil via filmstrips and tapes.

Produced in Germany in November 1960, each of the 30 study units presents a segment in the daily lives of a nine-year-old German girl, her twelve-year-old brother, other members of the family, neighbors and friends.

By means of the "visual-aural-oral"

presentation and response the learner *thinks* in the new language from the start, and uses complete sentences.

Lessons consist of taped expositions, visual-aural-oral presentations, visual-aural-oral drills, pattern drills, question and answer drills, dialog drills, and songs. The tapes have pauses for the children's responses. Each lesson has a Teacher's Guide with day-by-day lesson plans, background information, and translations.

For further information write to C. G. Sager, President, Communications Media Service, 1531 W. Bonniwell Road, Mequon, Wisconsin. **A-V 11**

### By-Line Film Reviews

(Continued from page 30)

Series is readily adaptable to either homogeneous or heterogeneous grouping of students. Possibly its greatest contribution to the total language-learning process is the initiation of the beginner into attitudes and habits of study as well as the aural-oral techniques necessary in language learning. However, examination of the linguistic content of the Series in the light of syllabus demands makes it possible to recommend it as companion to a comprehensive text or as an extensive review in preparation for final written and listening tests.

MOTHER MARIE THERESE ROGERS, O.S.U. Ursuline Academy, Wilmington 6, Del.



The 101 portable

# OVER 4 $\frac{1}{4}$ HOURS ON ONE TAPE!

with the amazing new Sony 101 Portable Tape Recorder

This remarkable instrument has so many more top quality features than any other bantam portable on the market, yet sells for only \$99.50. Full seven inch tape reels (twice the capacity of most), instantaneous two-speed selection, dual-track recording and playback, V.U. Meter, automatic tape lifters, safety lock record button, dynamically balanced flywheel, dynamic microphone—and many, many more! Investigate the amazing Sony 101—lightweight, compact, and with high-fidelity reproduction to meet the most critical standards.

Other Sony tape recorders include the 4 track stereo deck at \$89.50, the 262SL with parallel and sound-on-sound recording at \$199.50 and the Stereorecorder 300, a complete 4 & 2 track portable stereo tape system at only \$399.50. ■ For literature or nearest dealer write Superscope, Inc., Dept. R, Sun Valley, Calif.

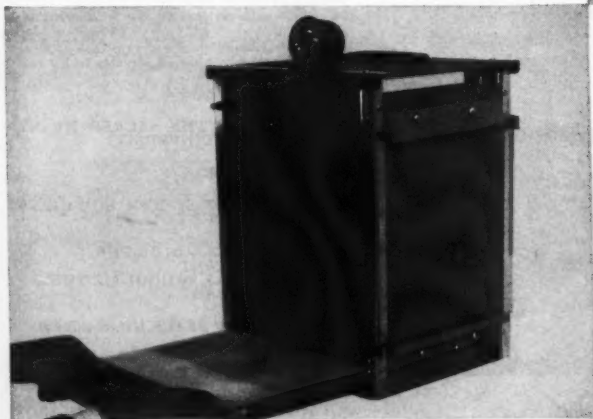
**SONY SUPERSCOPE**

The tapeway to Stereo

# Team-mates!

## TRANSPAQUE JR. PROJECTOR

A new "overhead" projector which produces a **bright** image in a **fully-lighted** room . . . the details of projectuals are sharp and easy to read . . . blacks are blacker . . . colors are bright and vivid . . . because the Transpaque Jr. projects **three times** as much light on the screen as conventional "overhead" projectors. No "stage-glare" . . . the Transpaque's unique optical system concentrates light on the screen, not in the teacher's eyes.



## TECNIFAX SLIDEMASTER SYSTEM

Now any teacher can design, print and mount his own multi-colored "overhead" projectuals with this inexpensive, integrated process . . . no special skills are required . . . simple techniques produce dramatic, colorful, professional-looking transparencies.

## PUT THIS TEACHING TEAM TO WORK FOR YOU!

Tecnifax offers, without charge or obligation, training in utilization of the overhead projector, at Holyoke, and at 24 Training and Service Centers throughout the United States. For information, write to Section ES, Tecnifax Corporation, Holyoke, Massachusetts.

# TECNIFAX

C O R P O R A T I O N

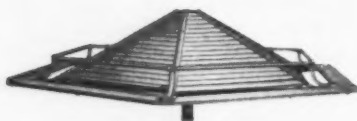
Manufacturers of  
Visual Communication  
Materials  
and  
Equipment

HOLYOKE, MASSACHUSETTS

*"It's Easy to do Business with Tecnifax"*



**"my grandfather makes the best playground equipment in the whole world...because he loves little people like me! he makes slides and swings and see-saws and all kinds of things. they're real strong and they're very safe. if you're going to buy playground things you better talk to my grandfather or my father first. they're both named mr. burke."**



**EXTRA HEAVY DUTY MERRY-GO-ROUND...** highest quality materials combined with traditionally superior Burke construction make this model the leader of any merry-go-round manufactured.

Please send me your complete playground planning and specification file.

### J. E. BURKE COMPANY

P. O. Box 986 Dept. 34 P. O. Box 549 Dept. 34  
New Brunswick, New Jersey Fond du Lac, Wisconsin  
Sec. H OR

Name: \_\_\_\_\_

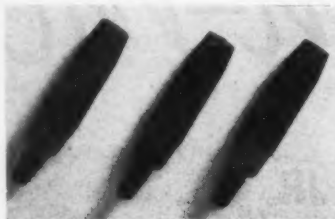
Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

## News of School Supplies and Equipment

### Felt Marking Pens

A set of three felt marking pens are available at nominal cost from Reiniche Advertising Service, Goshen, Indiana.



Each is a different color. The ink is said to be instant dry and writes on almost any surface. They are excellent for making posters, for art and sketching and for identification. The complete set of three pens is only \$1.50 postpaid. **SS&E 1**

### Educational Material Catalog

Models of industry's new catalog is now available. The educational materials and handbooks shown in the catalog have been produced in collaboration with educators and have been classroom tested according to the company.

These teaching aids allow teachers to obtain more effective student learning of basic science principles and problem



solving techniques. They also are a supplement to a school's gifted child program.

For a copy of the catalog write to Models of Industry, Inc., 2100 Fifth St., Berkeley 10, Calif. **SS&E 2**

### New Burgess Grade-O-Mat Cuts Test Scoring Time

The completely new Grade-O-Mat, the first portable, automatic, test-scoring machine is now available from the Burgess Cellulose Co., Freeport, Illinois.

The Grade-O-Mat quickly and accurately figures scores on standard, manually-punched answer cards. It is claimed that a teacher, or other scorer, can easily grade 200 multiple choice exams with any desired number of choices per ques-

tion. The punched answer card will permit 225 true-false questions, 150 three choice questions, 112 four choice, or 90 five choice questions.

Grade-O-Mat uses standard IBM port-a-punch cards for all multiple choice, true-false, and teacher written tests. It is adaptable to all levels of teaching from

(Continued on page 38)

### DEVELOPMENTAL READING PROGRAM



your students can learn to

- Sharpen Concentration
- Improve Comprehension
- Increase Reading Rate

Our Reading Specialists are presently conducting programs at more than 150 schools in 33 states, with no cost to the sponsoring institutions.

With individualized instruction, the student applies his new techniques directly to his regular textbooks.

Some of our subscribers:

- Connecticut  
CONVENT OF THE SACRED HEART  
FAIRFIELD UNIVERSITY
- Illinois  
BARAT COLLEGE
- Maryland  
MT. ST. AGNES SCHOOL FOR GIRLS  
MT. ST. MARY'S COLLEGE
- Massachusetts  
NEWTON COLLEGE OF THE  
SACRED HEART  
COUNTRY DAY SCHOOL OF THE  
SACRED HEART
- Minnesota  
OUR LADY OF PEACE HIGH SCHOOL
- New York  
ACADEMY OF OUR LADY OF  
GOOD COUNSEL  
ALL HALLOWS SCHOOL  
NOTRE DAME ACADEMY OF  
STATEN ISLAND
- Rhode Island  
CONVENT OF THE SACRED HEART  
PORTSMOUTH PRIORY
- Wisconsin  
CAMPION JESUIT SCHOOL

**Baldridge Reading Services, Inc.**  
47 Arch Street Greenwich, Conn.  
TO 9-4987

Centers  
Brookline, Mass. Greenwich, Conn.  
New York, N. Y. Beverly Hills, Calif.

**FULL COLOR**  
**50 Pictures**  
FOR FRAMING, POSTERS, DECORATIONS ETC.

A RAINBOW OF COLORS •••  
8"X10, 6"X8 & 4"X5 EVER-CHANGING  
ASSORTMENTS OF VARIED SUBJECTS.  
SCENICS, ANIMALS, HUMAN INTEREST.

**ONLY \$1.50 PER PICTURE**

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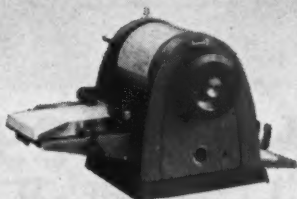


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Just fill it once—then turn out up to 20,000 perfect copies before filling again. Completely closed cylinder keeps ink inside—away from hands and clothes.

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For use with all makes of suitable stencil duplicating products.

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Get more for your mimeograph dollar. Send coupon for free literature and sample copies today.

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sample copies by  
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September 1961

37

## MICHAEL McDONOUGH NOW HAS 5 WAYS

**TREASURE CHEST PLANS LIBERTY-BELL CHOCOLATE** divisions of Michael McDonough, Inc., now offer five exciting ways for you to raise funds for your school. These plans are designed so that students derive real experience in the areas of selling and public relation.

**NO INVESTMENT!**

**NO RISK!**

**EVERY ONE A WINNER!**

**INCENTIVE AWARDS PROVIDED BY  
THE COMPANY**

*Here are Michael McDonough's  
five ways—*

1. **The new STAY BRIGHT BULBS.** These bulbs are guaranteed to last for three years of normal use. Every home of your community will be delighted to purchase these bulbs which, because of their unusual longevity, represent a saving of \$1.10 on each bulb purchased. Each package contains four bulbs and retails for \$1.50. The school receives a profit of \$.50 per pack and the average student will sell approximately ten packages.
2. **LIBERTY BELL CHOCOLATE.** The finest pure milk chocolate with whole roasted almonds. You will find that this chocolate is of the very highest quality. Each bar sells for \$.50 allowing the full 60% profit on cost for you. We will personalize Liberty Bell Chocolate with the name of your school and a picture on the wrapper on orders of ten cartons or more. Each carton contains forty-eight bars.
3. **NOVELTY AND RELIGIOUS JEWELRY ITEMS.** We offer over fifty new and current items chosen because of their proven sales acceptance. All are shipped on our Return Protection Plan. Each item is attractively boxed and shipped in selling units of six or twelve. Retail price is \$1.00 and your school makes over \$4.00 on each dozen sold.
4. **LIBERTY BELL CANISTER CANDIES AND COOKIES.** Six deliciously different candies—mints, chocolate straws, peanut butter puffs, walnut chips, peanut butter and cashew crunch. These handsome canisters retail for \$1.00 allowing you a profit of \$3.60 per dozen. Liberty Bell Danish style fancy cookies are available in one and two pound reusable tins. This includes eight varieties of cookies individually packed. They retail for \$1.00 a pound. On the two pound tin you have a profit of \$6.00 per dozen and on the one pound tin a profit of \$3.00 per dozen is realized.
5. **FIRST AID KIT.** This complete, compact first aid kit contains all necessary materials for on-the-spot aid. Handy for classroom, cars, boats and must for every home. Each kit retails for \$1.00 providing almost 60% profit on your cost. Packaged thirty-six kits to a master carton. Each student will sell approximately 12 kits.

Our past experience in successful fund raising efforts throughout the country enables us to accurately estimate your sales potential and unit requirements. Thus, with all the guess work taken out your only task is a simple one of directing the sales of these fast moving items—and reap the profits.

**GET STARTED NOW—WRITE OR CALL  
COLLECT**

**Michael McDonough Inc.,**  
200 Bala Avenue  
Bala Cynwyd, Penna.  
TEL.: MOHAWK 4-5700

## News of School Supplies

(Continued from page 36)

5th grade through college.

For complete information, write Grade-



O-Mat Division, Burgess Cellulose Co.,  
Freeport, Ill. **SS&E 3**

### School Supply Dispenser

How your school can dispense supplies while eliminating all cost-of-selling expense is told in a four-page folder issued by School Supply Service Co.

It also outlines the simple "no investment-no contract" installation and servic-



ing plan and the school's share of the profits. **SS&E 4**

### Multi-Purpose Wardrobe

A new multi-purpose elementary wardrobe has been announced by Lyon Metal Products, Inc., Aurora, Ill. It combines modern simplicity of design with low cost and versatility.

Each unit accommodates some 12 children. Units are complete with coat rod, 12 hooks, and a half-shelf. All garments hang in the open for complete airing. Easy reach is assured by four possible locations of the adjustable-height coat rod. Half-shelf is for hats, books, lunches, etc., the bottom shelf for boots and rubbers.

When used as classroom dividers, optional chalkboards and tackboards are easily installed on back. Other optional

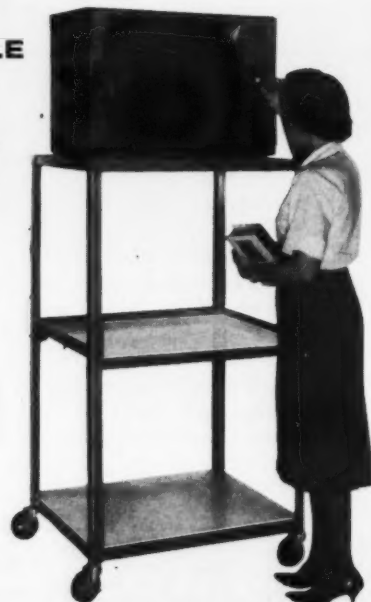
(Continued on page 40)

## PIXMOBILE®

### 54-INCH TELEVISION TABLE

The new, taller  
TV table improved  
for classroom use

- All-steel construction
- 25" x 30" shelves
- Matching gray hard-rubber ribbed pad
- 4" quality casters



**ADVANCE PRODUCTS COMPANY**  
2310 East Douglas Ave. / Wichita, Kansas

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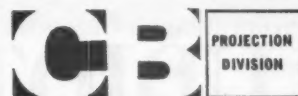


## BESELER VU-GRAPH

### *The Right Hand of Teaching*

Aid good teachers to utilize their skills to greatest advantage, accelerate their teaching pace, work with larger groups—these are the important benefits being derived from the use of Beseler Vu Graph Overhead Projectors. Operated from the front of a fully lighted room the Vu Graph is a teacher's "electric blackboard." Facing the class at all times, the teacher projects what she writes, as she writes it. A new word appears on the screen the instant she says it...step by step a problem is solved before the eyes of the entire class as she explains it. Almost without effort the Vu Graph becomes her "right hand of teaching."

To learn about the specific benefits of Vu Graph Overhead Projectors for your school write for a free, "no obligation" demonstration . . . or "Vu Graph As An Instructional Aid," a free, informative booklet written for teachers by teachers.

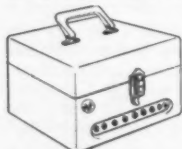


CHARLES BESELER COMPANY 206 So.18th Street, East Orange, New Jersey



# MULTIPLYING INDIVIDUAL PARTICIPATION

This rugged—low cost—eight station listening system comes complete with eight light weight U.S. made double headsets. Input jacks are built right into the HB-2 carrying-storage case. These inputs accommodate the eight headsets and provide an extra jack for additional units. Headsets are durable, self-adjusting models with Alnico magnets and vinyl covered headbands equipped with standard plugs that fit all ATC record players, radios and most tape recorders. 10 foot input cable also has standard phono jack. The carrying and storage case is  $\frac{3}{8}$  plywood, fully covered in a tough silver brown fabricoid. Removable lid has solid plastic carrying handle and sturdy latch.



**\$49.50**

**ATC HB-2**  
\$49.50 school net.  
\$74.25 list.

SEE YOUR DEALER OR WRITE FOR COMPLETE SPECIFICATIONS

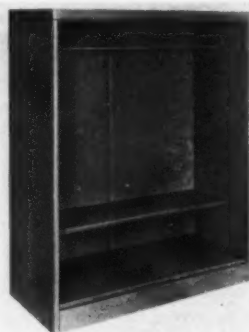
# AUDIOTRONICS

11057 WEDDINGTON STREET, NORTH HOLLYWOOD, CALIFORNIA

## News of School Supplies

(Continued from page 38)

accessories are casters and full-loop hangers. Dimensions are 48" wide, 21" deep, 60 $\frac{1}{2}$ " high. Finish is beige baked-on enamel.

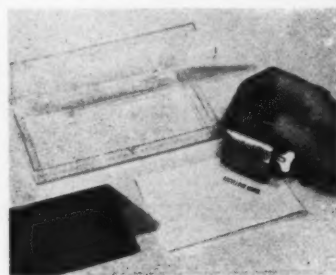


For more information and bulletin No. 175, write Lyon Metal Products, Inc., 6 Plant Ave., Aurora, Ill. **SS&E 5**

### Dial-A-Phrase Kit

Designed to make grading faster and easier is the Teacher's Dial-A-Phrase kit by Faymus Division of Bankers and Merchants, Inc., Chicago, Ill.

The 12 phrases included on the stamp cover the grading field, from confidence-producing praise to concise indications that improvement is necessary. The phrases are: Do Over; Poor Writing; Good Work; Not Satisfactory; Untidy Work; Not Signed; See Me; Improving; Excellent Work; Good Writing; Neat Work; and a series of three stars. The



handy dial provides instant phrase changing.

The kit consists of the 12-phrase rubber stamp, No. 1 size stamp pad, and a reusable plastic container. It is available from school supply stores.

For additional information write Bankers & Merchants, Inc., 4410 N. Ravenswood Ave., Chicago 40, Ill. **SS&E 6**

### School-Tested Programmed Courses Introduced in Math, Languages

Programmed learning materials to be tested on a large scale in classrooms will  
(Continued on page 42)



# never before

... has there been a visual training aids program which so clearly tells in words and pictures the age-old truths of our Catholic religion.

Never before has there been so versatile a method for the instructor, and so easy to understand by the interested lay questioner, as the

## CATHOLIC INQUIRY AND CONVERT COURSE

... developed and produced by the ROBERT J. BRADY COMPANY, under the immediate supervision of the Reverend Father William A. Winchester, of the Cleveland Diocese. The entire course has received the Imprimatur and the Nihil Obstat.

Transparencies in the series may be projected with any overhead projector, in a lighted room, with the speaker-operator facing his class. Overlays attached to the transparencies provide a step-by-step solution of difficult concepts. The instructor can write and erase added thoughts at will. Front of the room position of the projector focuses attention on subject and assures sustained class interest.

All illustrations and text included in this CATHOLIC INQUIRY AND CONVERT COURSE are based on the Baltimore Catechism and the Douay Version of the Bible. Training Specialists in overhead projection have succeeded in producing a dramatic presentation of Catholic Religion Doctrine.

The course is ideal for teaching high school Confraternity Classes, Young Adult Groups, Cana Clubs, and for refreshing the minds of Catholic adults in the fundamentals of their Faith.

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## News of School Supplies

(Continued from page 40)

be introduced to high schools and colleges by Encyclopaedia Britannica Films. More than 300 schools have indicated they will use EBF's "Temac" programmed learning courses in mathematics and languages this fall, according to Maurice B. Mitchell, President of EBF.

He said that six months of scientifically controlled testing of Temac mathematics materials among 900 students of Roanoke, Va., high schools have demonstrated that their use results in fast learning, good test scores, and fewer failures than



with conventional textbooks.

The programmed mathematics courses,

intended for both the high school and the university levels, include first and second year algebra, plane geometry, trigonometry and the language of algebra: fields and ordered fields. Courses in solid geometry and intermediate calculus are scheduled for distribution in January 1962.

Language course offered include Spanish, French, German, Russian, and Latin. In the language courses audio tapes are added.

In programmed learning, information is broken down into small steps, carefully arranged in sequence, which can be shown one by one in a so-called "teaching machine" or a programmed textbook. The Temac system developed by EBF uses a hard-cover notebook with a plastic slider which covers answers until the student wishes to examine them.

According to Dr. Allen D. Calvin, Director of the Britannica Center for Studies in Learning and Motivation at Hollins College, Roanoke, Va., "Programmed learning allows the teacher more time to work in a one-to-one relationship with the student, and this is crucial to learning. Furthermore, it gives the teacher more time to spend with students who are having trouble, and allows the teacher also to devote attention to enriching the curriculum."

In addition to the programmed textbook, the language course has an added audio component. The student, wearing earphones, listens to a tape on which a skilled linguist pronounces key words and phrases. As he listens, the student writes the phrase in his book and then sees the same phrase correctly written in the text.

For Temac Report No 2, which outlines briefly the progress to date at the Britannica Center with summary of teacher and student reactions to the project, write Encyclopaedia Britannica Films, Wilmette, Illinois. **SS&E 8**

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(Continued on page 44)

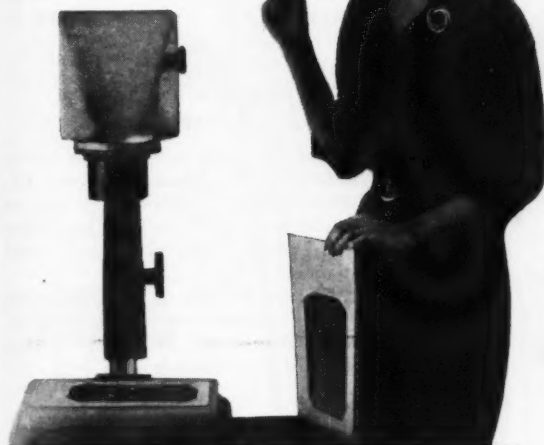


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## News of School Supplies

(Continued from page 42)

When the carrying case top is opened, it forms a lectern support for the speaker's notes.

The "660" amplifier employs four transistors. These are said to completely eliminate microphonics. The further claim for this unit is that it yields 300 to 500 hours service from six standard flashlight batteries depending on battery duty cycle. Separate and clearly marked off-on, microphone input, and volume controls are

recessed in a compartment with snap lock door.

With the microphone shown its net price is \$99.50. However, any low or high impedance dynamic or controlled reluctance microphone will work with it. Note that the input from a phonograph (high output level as from a crystal cartridge) may be connected to the microphone input. The phonograph turntable will, of course require an A.C. source of power.

Literature is available from Midwest Audio Corp., 3800 W. North Ave., Chicago 47, Ill. **SS&E 10**

## Guiding Growth in Handwriting

A completely new series of handwriting recorders, *Guiding Growth in Handwriting*, is announced by the publishers, Zaner-Bloser Company, Columbus, Ohio.

They are the work of Frank N. Freeman, dean emeritus of the University of California's School of Education. The new program is said to be based on the concept of handwriting as a communication art and reflecting the ideas and teaching experience of educators and handwriting supervisors from all parts of the country.

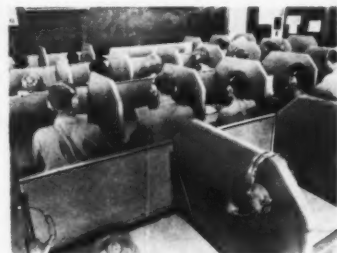
Each grade has its distinctive recorder. Starting with manuscript writing in the lower grades, and progressing to cursive writing, the new program is correlated with the curriculum being followed at each grade level with the content of the language arts, science, social studies, health and safety, arithmetic, and other subjects.

One feature of the series is the provision of two separate transition editions, one for Grade 2 and one for Grade 3. From Grade 4 through Grade 8 cursive writing is stressed, although manuscript writing is constantly reviewed. Two Reference Manuals for teacher come with the series. **SS&E 11**

## Perforated Metal Booths for Language Lab

Noncombustible language lab booths, made by The Advance Furnace Co., Wichita, Kansas, introduce a type of construction which combines ruggedness and durability with new highs in sound absorbing ability.

The key element in the construction is the perforated metal made by Cross Perforated Metals Plant of National Standard Co., Carbondale, Pa.



Sandwiched between the 22-gauge perforated surfaces are two 3/4" fiber-glass batts, with a polyethylene plastic sheet in the center. The plastic sheet keeps sound from passing through the panel. Doodling students are expected to have a hard time doing any real damage to the metal-clad walls of the new booths. The booth panels are spot welded, and working surfaces are of Formica. **SS&E 12**

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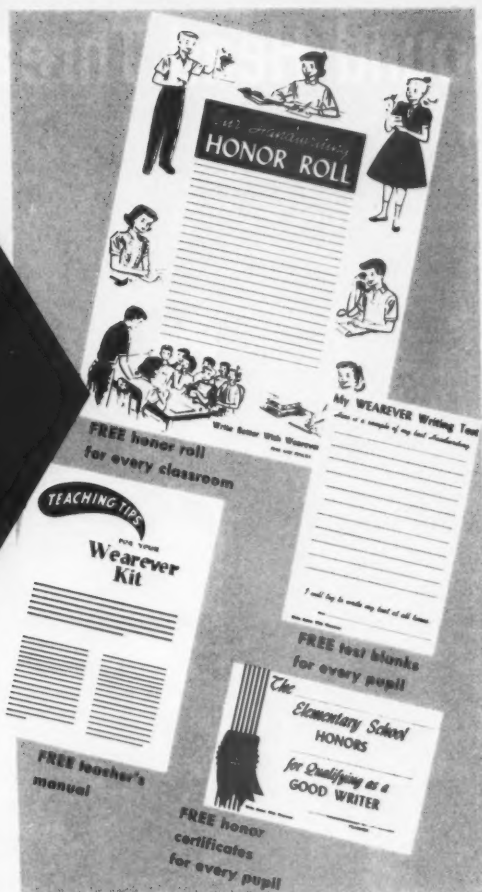
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# EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

## INSTITUTE OF SPECIAL EDUCATION

THE CATHOLIC CHARITIES and the Catholic School Board of Chicago have joined forces with De Paul University to establish in September 1961 a comprehensive program for the training of teachers of handicapped children. This Institute for Special Education will offer classes during the first semester in the teaching of the deaf, the hard-of-hearing, those with speech defects, and the mentally retarded. A semester later the curriculum will be expanded to include the teaching of the blind, the partially-seeing, the emotionally disturbed, and children with multiple handicaps.

Msgr. Cooke of the Charities notes that De Paul is now the first Catholic University in the country to plan the development of a total program in special education. President O'Malley, C.M., states the purpose of the Institute: "Our objective will be to educate teachers who will have a thorough competency in developing to the maximum extent the learning habits of the handicapped." The entire staff is motivated by the charity of Christ.

John M. McCauley, Ph.D., psychologist and psychodiagnostician, heads the Institute. Miss Marian Quinn, whose brain child the Institute is, will offer counsel and assistance to Dr. McCauley.

"We expect that within a short time," said McCauley, "we will be drawing students from all over the country, . . . Chicago is rich in opportunities for fieldwork and internships." Every student will work toward a B.S. or an M.S. in Special Education.

THE CATHOLIC EDUCATOR extends best wishes to all the faculty in this brave move.

## A-V MOVES FORWARD

THE LITURGY OF THE CHURCH abounds in audio-visual materials and instruction. In due proportion, each item of the liturgy conveys a lesson through eye and ear to the highest faculties of the soul. Today when the art of printing makes books available to all, the magnetism of the liturgy with its superb use of the audio-visual, is lessened not one whit. The liturgy is an application on a large scale of those principles which underlie all teaching. The sculptures, stained glass, and paintings of the cathedrals of the Middle Ages were instructional in purpose.

Before the invention of printing in the fifteenth century, books were scarce and expensive, and only the favored few could learn to read. The magic lantern, predecessor of several types of modern audio-visual apparatus, was invented about the middle of



the seventeenth century. It was about the middle of the eighteenth century that the British Museum encouraged the "people, teachers, and children" to use its collections.

Formal education has made use of visual aids for centuries. Sand, boards, and slate were forerunners of the modern blackboard. Real objects and specimens found favor early with those commissioned to teach the young. Field trips were common in the ancient Greek schools. Illuminated manuscripts, with artistic designs in color, with beautiful symbolism, were and are valuable visual aids. Later, long before the invention of movable type, wood cuts were used to illuminate manuscripts.

Comenius's famous *Orbis Pictus*, published in 1658, is an early example of illustrated printed books. It was but a short time after Comenius that the majority of the new books in geography, history, science, and pedagogy were illustrated. Early maps, in particular during the age of the great discoveries, were realistically decorated with ships, dragons, great fish, animals, and many other symbols. Erasmus, Pestalozzi, Rousseau, Froebel, and our own Benjamin Franklin made contributions in the field of visual aids.

In America an illustrated schoolbook, the celebrated *New England Primer*, appeared in 1690. The invention of photography by Niepce and Daguerre early in the nineteenth century gave great impetus to visual education. Our modern textbooks place much more emphasis on the value of pictures than did the textbooks of a few generations ago. In fact, the possibilities of using illustrative materials in books and other publications for classroom purposes have grown apace within our own day. Thus we see that the audio-visual method is very, very old, probably the oldest

method of conveying ideas. The terms are new. We speak of visual aids, audio-visual aids, audio-visual instruction, multi-sensory aids, and visual-sensory aids, but we must concede that the method itself is of ancient origin.

How shall we define this method? Dorris tells us that "visual instruction simply means the presentation of knowledge to be gained through the 'seeing experience.'" Roberts tells us that visual education is based upon the psychological principle that one has a better conception of the thing he sees than of the thing he reads about or hears discussed. All the materials used to facilitate the understanding of the written or spoken word are visual-sensory aids. They are supplementary devices through which the teacher leads his pupils to better concepts, interpretations, and appreciations. The later introduction of auditory aids, through sound films, recordings, and radio and television programs, forced us to broaden the term *visual* into *audio-visual*. The other senses—touch, taste, and smell, and the kinesthetic sense—assist in the same way as visual and auditory experiences, but in a far less degree. Audio-visual is the best all-inclusive term so far devised. In many cases it is impossible to isolate and distinguish the exact contributions of the various sensory channels.

Audio-visual instruction, then, is not new. Enough has been said to show that the method involved is of long standing, probably the oldest method of conveying ideas. It has proved its worth in practice. The modern improved types merit our attention. All teachers, in all schools at every grade level, should give critical thought to the improvement of learning through the use of audio-visual facilities.

## IT IS NOT TOO LATE IN LATIN AMERICA

MR. J. PETER GRACE of W. R. Grace & Co., New York, has devised a program of assistance to Latin America which drew acclaim from distinguished metropolitan dailies, notably *The New York Times*, the *New York Daily News*, and the *Chicago Daily News*. His publication, which he modestly calls a booklet, carries a number of ideas for promoting the economic development of Latin America. Parts of the report deal with improvement in the export of U. S. motion pictures to Latin America, the work being done by Father McLellan in Peru and Monsignor Jose Salcedo in Colom-

bia, and creation of a "Senior Specialists Corps," under which our highly skilled retired people would be used to spread their knowledge in specific areas of need in Latin America. Measures for desalting sea water are designed to convert the deserts and parched lands of South America into producing farms.

In his introduction to what we may properly call a blueprint, in the sense of a thoroughly plotted and co-ordinated program of action, Grace speaks of the fact that President John F. Kennedy, on January 30, 1961, announced an imaginative and imperative program of firm political support for Latin America and neighborly economic aid to the people of our sister American Republics. The government and people of Latin America now know that the United States stands solidly at their side to help them block off the inroads of communism and build a better life for themselves and their children in a secure atmosphere of freedom. The peculiar nature of the crisis demands that the message of our President be promptly translated into reality. The momentum created by the President's message, writes Grace, "needs to be maintained, for time is short. We in the Grace organization, who have worked for more than a century with the Latin American people, were greatly heartened by the President's dynamic program." Mr. Grace strongly urges the United States business community and all our fellow citizens to support vigorously and effectively the program enunciated by President Kennedy.

The proposals for action now which Grace has offered are prompted by the vital stake which the United States has in Latin America, by the spiritual values and political principles which we hold in common, by the overriding importance of our interest in strengthening inter-American political relations and developing the economy of Latin America along sound and progressive lines. The author of these proposals senses the sincere desire of the Latin American people to work in close cooperation and friendship with the United States toward mutual goals of hemisphere security, higher standards of living, and the dignity of the individual human being. The President in his message recognizes that it does not lie within the power of the United States to solve all the economic and social ills which beset the world. He stresses the need for programs which will help other nations to build the strength to meet their own problems and satisfy their own aspirations. The Grace proposals are in strict accord with this philosophy.

(Continued on page 79)

### Coming in the November Issue

The increasing interest in science on the elementary level and the strengthening of it on the secondary level is evidenced in our November issue which devotes a goodly portion of its pages to the teaching of science. Both levels share in the discussion. Several experienced teachers have set themselves to give practical aid to the teacher, particularly the one who has not had a strong grounding in science.



# "Sets" on the Primary Level

IF SETS ARE SO FUNDAMENTAL to mathematics, why defer those concepts to junior or senior high? Why not begin those concepts as a foundation to early number work in the primary grades? Sets can very readily introduce:

- One-to-one correspondence, or matching.
- Rote through rational counting.
- Group recognition.
- Comparisons of equality and inequality.
- The concept of muchness, moreness, lessness.
- The general concept of numbers.
- The concepts of addition and subtraction.

Apropos of the above, we have a recent observation: a class of 7th and 8th graders were disgusted when asked how they liked, and benefited from, the recent experiment on *Sets and Sentences*. They insisted that they had learned practically nothing new except perhaps a few new terms; what they formerly called "groups" were now "sets"; what they called "equations" were now "sentences," etc. They maintained that many of the concepts were introduced with examples that were too elementary—examples which even preschoolers would have comprehended.

## Not So Strange to Children

The concept of *set* is not so strange to little children as it is to us adults. All along, these children have been hearing and using the word "set" when dealing with sets of dishes, sets of blocks, sets of silverware, or sets of books.

Just what *are* sets? Sets are mere collections or groups of well distinguished objects like those in Figure 1. They may also be mathematical elements or other forms, not necessarily concrete objects (Fig. 2).

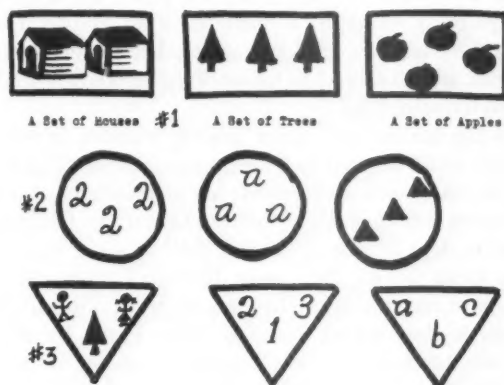
The elements of a set may all be alike or they may be different, as long as they are in a specific collection and are distinguishable. They may be objects, numerals, letters, etc. (Fig. 3).

The study of sets like all other primary learnings should pass through the four psychological stages, to bridge from the known to the unknown, namely:

- Object stage.
- Picture of object stage.
- Picture of semi-concrete stage.
- Abstract stage.

Then, and only then, should the abstract phase of mathematics be introduced with the definite provision that every new phase of learning will be introduced through the four stages as long as it is neces-

sary. The mathematics may be changed, but children's minds are still the same and these minds must be considered when introducing any type of learning.



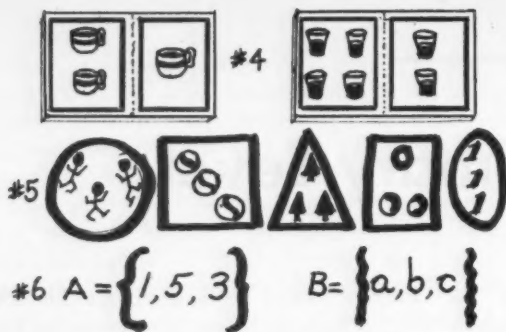
The teacher could begin by using magnetized objects on a steel board, or simply objects on a demonstration table to show the definite group or set. To stress the idea of *sets* she should draw a circle or ellipse around the set of magnetized objects or use a piece of yarn to enclose some flannelboard illustrations or to enclose a set of objects on the demonstration table. These sets of objects can be used as specified for teaching and testing the *rote through rational counting* with individuals, with small groups of children, or with the entire class. As soon as the concept of an enclosed group is recognized as a set of three, four, or five, one can readily transfer to the *picture of object stage* by using simple sketches on the board within the geometric enclosure or using the Folding Perception Cards<sup>1</sup> as sets.

The reverse of the cards can be used effectively in the semi-concrete stage<sup>2</sup> (Fig. 4).

<sup>1</sup> Published by W. H. Sadlier, Inc.

Sister Mary Adelbert is author of the arithmetic series, *Number Meanings* (Sadlier), a member of the faculty of Mary Manse College, diocesan supervisor of schools, and directress of teacher training and of studies. Sister earned an M.A. and a Ph.D. from Catholic University of America, specializing in psychology, education, and supervision. She has taught on all levels from elementary to college included, was principal, critic teacher, and supervisor of schools for the past 28 years. She has lectured and demonstrated at conventions and institutes all over the country.





In the lower grades, sets are usually shown within a boundary line of some geometric figure like a circle, a square, a rectangle, a triangle, or an ellipse. That way the pupils are gradually exposed to the geometric shapes, as well as to their names, long before they study them formally (Fig. 5).

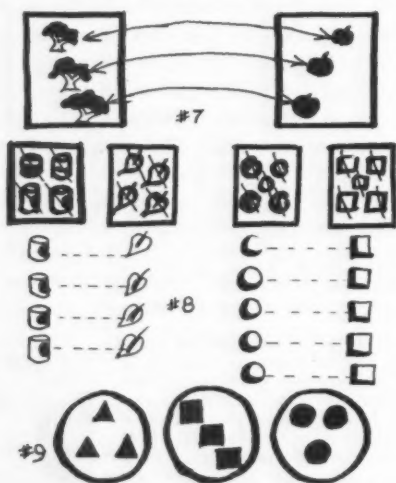
In the middle and upper grades, brackets or wavy braces could be used to indicate specific sets (Fig. 6).

The *one-to-one correspondence* or matching of sets is a natural outgrowth of the counting stage. Children learn to do it intuitively. This is their mode of association. Long before they come to school, they match groups or sets of things. Here is a practical illustration: Jimmy is planning his fourth Birthday Party. He does not say, for instance, "We'll need five pieces of cake, five ice cream cones, five of this or that," but he does say:

"We'll need: one for Suzie;  
one for Jackie;  
one for Carol;  
one for Billie;  
one for me."

He will repeat this with every item needed. Seldom will a child say, "five of this" and "five of that."

Jimmy is really matching or performing a one-to-one



\* If a teacher uses a magic marker to draw a dark border on all the Folding Perception Cards, she can save time drawing sketches of objects in sets on the board. The semi-concrete objects on the reverses of the cards can be used similarly.

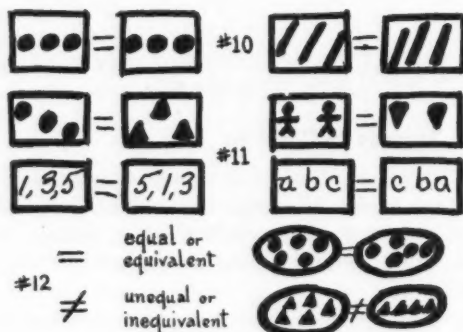
correspondence which is so fundamental to arithmetic in general. He will do this long before he knows how to count or before he knows about addition or even before he can write the abstract numbers. He is matching:

Suzie ← with a → piece of cake.  
Jackie ← with a → piece of cake.  
Carol ← with a → piece of cake.  
Billie ← with a → piece of cake.  
Jimmy ← with a → piece of cake.

The children can be trained to do it systematically on the board by drawing connecting line between the elements of the two sets (Fig. 7). They can do similar work on duplicated sheets, which show two sets of pictures or semi-concrete forms. They can either *connect* matching elements or *draw the simple illustrations below as they match the elements*. It is safest to have them cross out an element in the set as they match it. At first only equivalent sets are used (Fig. 8).

All the sets in Figure 9 are *equivalent*. They are equal in *value* but not in *form*. There are three things in each set; but they are not all the same things. Still they are all sets and they are all equivalent in number or value.

The children can learn to indicate the equivalence of two groups by using the symbol = as in Fig. 10. The elements of a set need not be the same nor be arranged the same way to make them equivalent (Fig. 11).



After the children have matched equivalent groups (1) by one-to-one correspondence, (2) by group or set recognition, and (3) by actual counting, then sets that are not equivalent should be introduced. Since the children now know the symbol of equivalence, they can readily learn the symbol  $\neq$  for inequivalence. The symbol is made easily by merely crossing out the equal sign. Since there are many more inequalities in life than there are equalities, it behooves us to teach that symbol (Fig. 12).

These comparisons will naturally lead to expressions like: "There are *more* in this set *than* in that set" and "There are *less* in this set *than* in that set." This is the time to introduce two more simple symbols, namely:

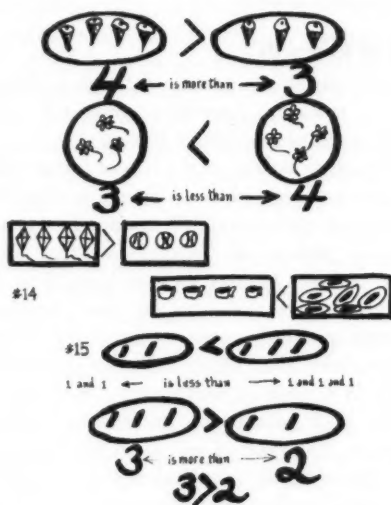
> "more than"  
< "less than"

indicating that the open space (facing left) shows "more" and the point indicates "less" as in Fig. 13.

Exercises similar to the following would not only teach

- (a) one-to-one matching,
- (b) rote through rational counting,
- (c) pattern recognition,
- (d) comparisons of equality and inequality,

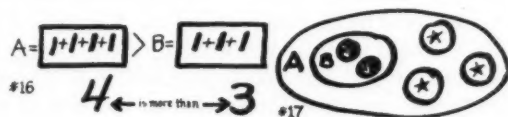
but will also lead on smoothly to the concepts of *addition and subtraction*. The children will naturally want to know "how much more" or "how much less" there are in the unequal sets (Fig. 14).



The children are to draw a ring around the symbol that shows whether the first set has *more than* or *less than* the second set.

Once the children have the concepts and the recognition of specific groups of objects within sets, the transfer to the abstract stage can be made very readily (Fig. 15).

As mentioned above, the repetition of "more than" and "less than" will naturally lead to "how much more" and "how much less" or the concepts of *addition and subtraction* (Fig. 16).



How much more?

By matching 1 ← to → 1  
 1 ← to → 1  
 1 ← to → 1  
 1 ←  
 $4 = 1 + 1 + 1 + 1$   
 $3 = 1 + 1 + 1$

Therefore:  $4 - 1 = 3$   
 $4 - 3 = 1$

I see that the first set has one more than the second, therefore, set A has 1 more than set B:

$$4 \text{ minus } 3 = 1 \quad \text{and} \quad 3 \text{ plus } 1 = 4$$

$$4 \text{ minus } 1 = 3 \quad \text{and} \quad 1 \text{ plus } 3 = 4$$

### Subsets

Primary children can even learn the basic concepts of sub-sets. A subset is a set of elements that belongs to another set. The symbol for a subset is this:  $\subset$  but it need not be taught on the primary level unless one has an exceptionally bright group.  $A \subset B$  is read thus: Set A is contained in Set B. This can be made very clear by showing the class a set of balls, Fig. 17, three with a star and two with a star and color.

There are five balls in Set A.  
 There are two balls in Set B.  
 The balls in Set B belong also to Set A.  
 They are a subset of Set A.

$$B \subset A$$

Another illustration (Fig. 18):

All four girls are in Set A.  
 Two of them have pony tails.  
 Two of them do not.  
 We can call the ones with pony tails Set B.  
 Set B is a *subset* of Set A.



Still another illustration (Fig. 19):

Sixteen boys play ball:  
 9 of them play baseball  
 11 of them play football  
 $9 + 11 = 20$ —but there are only 16 boys. Obviously some of the boys are on both teams.

Set A = 5 boys play *only* baseball. Set B = 7 boys play *only* football. Set C = 4 boys play *both* baseball and football.

Set C = the 4 boys who belong to both Set A and to Set B, therefore:

Set C  $\subset$  A } Set C is included in both Set A and Set B  
 Set C  $\subset$  B }

If these samples of *union* and *intersection* are too confusing, they may be deferred to another year. Simple concepts, like the above, will prepare the children for the more difficult sets of mathematical abstractions on *union, intersection, Venn diagrams*, etc. Whether the concept of *subsets* is introduced on the primary level or not, the concept of sets rightfully belongs there and should not be shifted or deferred to junior or senior high.

All teachers should be conversant with the terminology and techniques that will fill the textbooks of the near future. The purpose of this article is to orient teachers in the modern approach to mathematics.

# Should We Encourage

## YES

SAMUEL JOHNSON WAS OF THE OPINION that "much may be made of a Scotchman, if he be caught young."<sup>1</sup> The same, of course, could be said of an Irishman, an Englishman, or an American. But there is no general agreement on the best means of educating these little creatures once they have been safely entrapped. Theoretically, the best thing to do would be to entrust them to dynamic teachers who would inspire their young charges with a deep sense of responsibility and a great desire for learning; but, as a little experience will show, this is an ideal that is largely "for the books." No one is *always* interesting, and a good deal of matter which the young master is not intrinsically appealing. As a consequence, a teacher may have to use extrinsic props to overcome the apathy of his students. Though these may vary widely, they can in general be classified as threats of punishment, promises of rewards, and appeals to the competitive spirit.

In more vigorous ages, corporal punishment was looked upon as an admirable means of instruction. Horace's tutor Orbilius bore the rather ominous epithet of *plagosus*, or "flogger."<sup>2</sup> Martial thought that "the sad switches, the scepters of pedagogues" could be given a rest during the summer.<sup>3</sup> St. Augustine gives a rather pathetic account of his own experiences: "For being yet a boy, I though small with no small affection began to pray to thee, my Aid and my Refuge, and broke the strings of my tongue in praying that I might not be beaten in school."<sup>4</sup> Today, when corporal punishment is meted out most sparingly, it would be a serious mistake to try to introduce such tactics, and any teacher who would attempt them would soon find himself or herself in trouble with his principal, the PTA, and possibly even the police. But this should not make us discount too readily the achievements of the past. Samuel Johnson, for example, attributed his excellent knowledge of Latin to the severity of his teacher: "My master," he told Mr. Lanton, "whipped me very well.



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Without that, Sir, I should have done nothing."<sup>5</sup> Even now in particular cases an apparent harshness may be an act of kindness, where to spare the rod would be to spoil the child, even though it is not for the teacher to apply such *vires a tergo*.

## Promise of Rewards

A second means of creating interest is through the promise of rewards. Lucretius compared his poetic treatment of the philosophy of Epicurus with the honey which physicians smear on the rim of a cup when they wish to give wormwood to children, "so that they may be tricked but not betrayed."<sup>6</sup> Horace has painted another dainty picture of "teachers who at times give cookies to children to coax them to learn their ABC's."<sup>7</sup> Similar devices are still used by those teachers who offer medals and holy cards to deserving students, or when the school itself offers books or other prizes for excellence in speech or composition. But as a rule resources for such awards are somewhat limited. As a consequence, this type of incentive usually shades off into the appeal made to a student's competitive spirit and his natural desire for recognition.

Quintilian, the greatest of the Roman educators, must be numbered among those who have appreciated the value of competition in the pursuit of knowledge. In the first book of his *Institutio Oratoria* he notes that a youth is in constant need of stimulation and excitement and that as a consequence he will gain more by being educated in the company of others than apart by himself. He will profit by the praise and blame given to his peers since "such praise will incite him to emulation and he will think it a disgrace to be out done by his contemporaries and a distinction to surpass his seniors." Moreover, "though ambition may be a fault in itself, it is often the mother of virtues." He then recalls the contests sponsored by his own teachers and how he and his fellow students competed each month for the honor of being first in the class, concluding with this observation: "I will venture to assert that to the best of my memory this practice did more to kindle our oratorical ambitions than all the exhortations of our instructors, the watchfulness of our pedagogues and the prayers of our parents."<sup>8</sup>

## In Past Centuries

Though competition of some sort or other has been almost constantly used in teaching, it probably has never been so systematically employed as in the Jesuit schools of the sixteenth, seventeenth, and eighteenth

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# The Spirit of Competition?

## NO

THE SPIRIT OF COMPETITION is an almost instinctive drive which prompts striving with others as a means of proving one's own superiority. It is a spirit which brandishes prizes won and recognitions attained as proofs of this superiority. Unlike good manners or good grammar, which must be carefully inculcated and patiently encouraged, the competitive spirit appears by itself and develops without assistance. Emerging in many children by the age of three, it is observable in most by the age of six.<sup>1</sup> Nourished by nothing but the ordinary contacts of living it quickly extends its influence. Like the desire for praise, this spirit appears without assistance, can be helpful to its possessor but is alive with such potent dangers that it must be carefully managed and controlled.

The spirit of competition is useful to the developing child when it encourages the testing and developing of abilities. The presence of other children engaged in the same activity is often enough to arouse it and once aroused it helps the child to become aware of his own abilities and to build confidence in his own competence. In his early efforts, competition offers a yardstick according to which he can measure his own achievement.

## Nurtured It Can Be Most Dangerous

In the normal and unstructured contacts of young children, the spirit of competition appears by itself and gains its goals without adult assistance. It needs no encouragement. Left to itself it can be helpful. Nurtured, channelled, and canonized, it can be most dangerous. A group of nine-year-old-boys, instructed in the elements of baseball, will through the natural operation of the spirit of competition develop in social and athletic proficiency. The same group, forced into a highly competitive league, complete with batting averages and fielding records, will perhaps flatter their parents' desire for reflected glory but may do it at the price of great anxiety to themselves. The same spirit of competition which in the unstructured situation helped their development, when organized and strengthened becomes the source of feelings of inadequacy in some and of anxiety in others.

When asked, "Should we encourage the spirit of competition?" the teacher may rightly regard the word "encourage" as central to that question. The spirit of competition is not excludable from the classroom. It is brought there by the students who without hesitation and without encouragement compare their achieve-

ment with each other and desire to surpass one another. It is fostered by existing marking systems, honor rolls, school awards. The teacher is not free to determine whether or not the spirit of competition will be present in the classroom. It will be there whether it is welcome or not. The teacher is free only to determine what role it will be allowed to play. Will it be a major motivating technique? Will it be allowed to call attention to differences between marks to stress honor roll status? Will it be permitted to seek out opportunities to bring new contests into the classroom in which all are encouraged to compete and the winners are rewarded with prizes and praise? The presence of the spirit of competition poses questions for every teacher. Should such a spirit be encouraged or do its possible dangers demand its deemphasis?

If the value of competitive techniques is to be judged by their most immediate results, they will appear most desirable. The introduction of new forms of competition or the strengthening of its existence modes will bring almost immediate results. The students will display greater interest, greater striving for mastery, more intense attention, and more agitated participation. Impressed by the immediacy of such desirable results the teacher might well be inclined to regard the encouragement of the spirit of competition as an answer to many problems, as a valuable instrument for more effective teaching, as an almost obvious aid to better classroom procedure.

## Fool's Gold of Education

In many ways the encouragement of the spirit of competition may be Fool's Gold of education. The glitter of apparently increased motivation which it radiates may cause us to be deceived as to its real value. That competitive techniques produce quick results is undeniable. The immediacy of such results is however, no more a valid argument for the encouragement of

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## Encourage Spirit of Competition? No

(Continued from preceding page)

competition than is the immediacy of the suppression of unacceptable behavior through punishment, a valid argument for the encouragement of punishment as an educational technique. In both cases, the immediate goal is attained quickly, but in neither case can that goal be accepted without careful consideration of the long range effect of the technique which has brought it about.

Valid educational judgments cannot be hasty or superficial. It is not enough to consider the immediately visible results of the encouragement of competition. We must also consider its less obvious but possibly more far-reaching, consequences. The aptness of any educational procedure can be evaluated only in terms of all of the students to whom it is applied. The encouragement of competition necessarily separates those who succeed from those who fail. Its educational advisability can only be determined in terms of its influence on both groups. How does competition affect those who compete but do not win? What influence does competition have on those who win?

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*First day of school at St. Margaret Mary School, North College Hill, Ohio. The Sisters of the Precious Blood Conduct the school.*



### Consider the Less Able

The spirit of competition cannot in justice be encouraged in the classroom without a consideration of those who are unlikely to succeed in competition. What of those who are less able? Is it fair to stigmatize them because they do not succeed in a contest in which they are unevenly matched? Proponents of competition may attempt to justify failure in competitive situations on the grounds that such failure prepares them for the competition situations of life. Such justification is far from sufficient. It is insufficient because nowhere but in the school situation are unequal opponents matched

and encouraged to compete. A boxing promoter would quickly be discredited if he brought a bantam-weight and a heavyweight into the same ring and declared that the winner was worthy of a crown. Educational testing has made it very clear that the range of academic talent in the same classroom is very wide. Is it fair to encourage competition between the bantam and heavy weights of the school arena?

If it is *unfair* to encourage competition between contestants of markedly different ability, it is obviously *unjust* to force less able contenders to enter such contests. In business the manufacturer who cannot meet market competition in one area is free to transfer to another. The unsuccessful athlete is free to abandon the football team and try debating. In classroom competition however, the student cannot transfer to another contest. He cannot choose not to compete. He must stay in the contest regardless of his chances of success.

In any competitive situation, there are necessarily few winners. The influence of the contest on the many who must necessarily fail cannot be ignored. How are they influenced by competition? What do they bring away from the classroom turned "contest hall?" What can be done to convince them that the efforts which have not won the crown are still worth the trouble? It is scarcely enough to tell them with one breath that the thing which really matters is the effort which they have applied and then with the next breath to stress the importance of the contest, praise the winners, and announce the beginnings of a new competition.

### Best Efforts Not Enough

If it is unfortunate when competition in the classroom leads the average student to feel that he cannot succeed, it is a tragedy when it leads the gifted student to feel that his best efforts are less than enough. For able students, too, often bear the scars of competitive battles. Even in so-called homogeneous classes, there are commonly great gradations of ability. In such classes truly able students may find that their best efforts do not win prizes simply because there are others more talented than they. In the competitive situation the less able are not likely to win but "less able" is a very relative term. A talented student in a homogeneous classroom may be less able than others in that classroom and for that reason may do poorly in competitive situations. If this occurs, the talented student can become the victim of the same terrible sense of frustration and failure which competition ordinarily inflicts upon the average student in the average classroom.

The encouragement of competition may help inspire those who have a chance of winning. If it can do this only at the cost of discouraging the less able, it is clearly discriminatory and unjust. Such techniques not only fail to assist the learning of the less able but in addition condemn them to a kind of psychological second class citizenship. Such techniques breed in them a sense of failure and unworthiness which can easily in-

fect not only their school attitudes but their attitude to life itself. It is unfair, too, for although they are unable to win the contests or capture the prizes, the less able students may well be those who use most efficiently the talent which they possess. In a classroom in which competition was not stressed they would learn much and develop a sense of their own adequacy.

### **Victory at Great Price**

The most obvious victims of the encouragement of competition are those who do not win. They are not the only victims. Those who win often find that they have purchased their victory at a great price. They may find that they have won their victory with anxiety and that the same tension which helps them to win, keeps them from doing as well as they otherwise might. White gives a good example of the price thus paid when he cites the case of a student whose creative interest always suffered when he was in a competitive situation in which he felt the need of proving that he was not inferior.<sup>2</sup> Thus the danger of overemphasized competition for even the most able students is obvious. For even the student who wins, competition frequently causes anxiety and prevents him from fulfilling his greatest possibilities.

The spirit of competition emphasizes winning rather than learning. Actual learning ceases to be a goal in itself and becomes a means to another end. It becomes the instrument of gaining approval, of winning acceptance. It is toward acceptance and approval and not toward learning that the student is directing his activity. It is by tying academic achievement to such goals that competition gains its force as a stimulus. Competition brings about the personal involvement of the individual by identifying success with personal worth and acceptability. Such involvement appealing as it does to the most basic needs of the individual is responsible for the quick results which competition may produce in the classroom but such results cannot be present without a toll. Competition at times presents the capable student with a threatening situation. He may feel that the acceptance and approval in which he is held by others are at stake. Such a feeling necessarily produces tension which spurs him to quick activity while it minimizes his most productive work.

### **Can Block Genuinely Creative Learning**

The encouragement of competition has a definite glitter. Perhaps nowhere is this more sparkling than in the increased achievement of more capable students. Yet closer examination shows that the glitter comes not from the substance of true motivation but from the brittle lacquer of increased anxiety. Competitions, contests, awards, seem at first excellent means of spurring the capable to their best efforts. More careful analysis makes it clear that the momentary sparkle of increased activity may proceed from the same anxiety which can effectively block that genuinely creative learning in which the gifted find their most productive fulfillment.

If the encouragement of the spirit of competition is unsound on pedagogical grounds, it is even more unsound because of the values which it inculcates. Competition makes external success its goal. It sets up arbitrary measures and standards and holds up for admiration and imitation those who achieve according to its standards. It offers its rewards to those who win. It asks nothing and cares nothing of the personal cost of the triumph. It bestows its plaudits with equal quickness on those who come to victory by the wide superhighway of extraordinary ability and to those who come by the tortuous road of self-discipline and hard work. It ignores those who have labored hard and travelled far on the road to learning but who have not been the first to pass some arbitrary clocking station. Meter-like it records simply that they have not won. The advice which it offers, "Try again" flashes with all the emptiness of the neon "Thank you" of the mechanical toll collector.

### **Sets Premium on External Success**

Competition sets a premium on external success. It allows its recognitions to be accepted as testimonials of personal worth. It equates external success and real worth. To the possessor, certificates, badges, cups, and awards become symbols of true accomplishment in the same classroom in which the business world's practice of coupling financial success and personal worth are decried. It places the classroom in the position of the same standard within its walls.

Encouraged competition inculcates the false value of externalism. It encourages striving for that which can be pointed to and seen. By its silence it deprecates values, more important but less visible. It finds itself in the almost pitiable position of offering the emptiest of baubles as incentives for striving toward goals well able to inspire by themselves. Through competition, a cheapness is brought to the pursuit of knowledge; in a certain sense a cash value is placed on the pursuit of truth. The student may see the inherent value of his mathematics, his literature, his history, while in a competitive activity he may become convinced that the real value of all of these subjects lies in the winning of prizes and recognition.

### **What Reason for Further Pursuit?**

May we not legitimately inquire whether the appalling lack of interest in cultural and academic subjects among our post-school population is not due, at least in part, to the fact that these subjects were presented initially not as areas of truth offering satisfaction in themselves, but as instruments for the attainment of grades, awards, and distinctions? When the school year was over and the awards had been distributed, what reason remained for the further pursuit of subjects which had been presented as having no more relevance for truly desirable goals than the maze of construction staging has to the completed building? When the certificates and medals have been awarded,



## Encourage Spirit of Competition? No

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the building is completed. Of what further value are the instruments used in its construction? Thus may we think of competition.

The spirit of competition should not be encouraged in the classroom. The good results which such a spirit can produce arise naturally from the normal interaction of students upon each other. The teacher's attitude to the spirit of competition should not be an encouraging one. Rather a teacher should watch carefully to make sure that competition is not a source of difficulty even when it arises by itself or when it appears though the operation were currently accepted classroom procedures.

Pat Dulinsky was temporarily in a body cast this past spring and had to stay in a reclining position. Connected by telephone to her 8B classroom at St. Ambrose School, Cheverly, Md., she continued her schooling as if she were physically present in the class. This was a morale builder for her.



To encourage competition by introducing new contests and developing new methods of comparison is not in the best interests of education. Education will be better served by a careful examination of the competitive techniques which are now in use. Such an investigation should be undertaken to find the answers to some very specific questions. Is competition already too much a part of our educational system? Are our present systems of awards, recognition of true achievement or artificial stimuli whose immediate advantages may be outweighed by their long range dangers? Are our students so concerned with the importance of grades that they look upon them as proofs of personal triumph, which must be attained at all costs? Are marks presented to students as absolute indications of their attainment or as a measure of their relative success meaningful only in terms of their own capabilities? These are a few of the questions which every teacher must answer to his own satisfaction before he can be sure that the spirit of competition is not already a danger in his own classroom. To ignore the questions and be hypnotized by the apparent gain of increased moti-

vation is not to improve education but to open a Pandora's Box, the contents of which will injure rather than help the youthful residents of our schools.

<sup>1</sup> Arthur T. Jersild, *Child Psychology*, 4th ed. (New York: Prentice-Hall, 1954), pp. 223-224.

<sup>2</sup> Robert W. White, *Lives in Progress—A Study of the Natural Growth of Personality* (New York: Dryden Press, 1952), p. 350.

## Encourage Spirit of Competition? Yes

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centuries. In the various edition of the *Ratio Studiorum* teachers were exhorted to encourage their students to noble rivalry (*honesta aemulatio*). Detailed instructions were given as to how this might be best achieved: each pupil was to have his own particular rival (*aemulus*) who would correct his mistakes; classes were to be divided into groups of ten which were then to compete against each other; the best students from the separate classes were to represent their fellows in interclass competitions; public examinations should be held of authors studied; and prizes should be periodically awarded for the best orations, essays, and poems.<sup>9</sup>

Though Jesuit high schools and colleges in America place much less emphasis upon emulation than was customary in former times, the tradition is preserved in various ways. Every year, for example, among the students of the Jesuit colleges of the Middle West there is an English and a Latin contest, prizes being awarded for the best papers submitted. The ideal of the *honesta aemulatio*, however, is perhaps today better exemplified in the academies and colleges of the Religious of the Sacred Heart. Not only are there contests in French among the various schools, but at the end of the year in a general assembly sometimes known as "The Prizes" medals are given to the girls making the highest grades in each subject. For those who may not qualify for the top awards, there are given, at least in some academies, two medals in each class to the students who have made "the most improvement."

## Jansenists Frowned on Jesuit System

Competition of this kind is, of course, not favored in some quarters. The Jansenists looked upon the Jesuit system of honors as a catering to natural tendencies essentially corrupt. Kantian philosophers with their categorical imperatives can logically have nothing but contempt for such natural motives as the avoidance of disgrace and a striving for recognition. Secular humanists, particularly in the United States, believe that competition does a considerable amount of harm to weak students by developing in them a feeling of inferiority while inflating the ego of the more gifted. But their chief objection to competition is that it is somehow undemocratic. As the authors of a recent text have expressed it, "Everyone for himself, and may the best man win" may have been more appropriate [than co-operation] in earlier days of selective secondary schools; but in these days of 'education for all American



youth' our practices of competition must be geared to new social needs and realities."<sup>10</sup>

In recent years it has become more and more apparent that many educators are no longer concerned so much with the intellectual and moral development of the individual student as with the furtherance of "democracy." The first of the "self-evident truths" of the Code of Ethics of the National Education Association, for example, states that "the primary purpose of education in the United States is to develop citizens who will safeguard, strengthen, and improve the democracy obtained through a representative government."<sup>11</sup> Education thus takes on the prerogatives of a religion, and the recognition of the superiority of certain individuals becomes a kind of heresy. But it may reasonably be asked, in the face of the threat of Soviet domination, where no such illusion is maintained, can we afford the luxury of such fatuity and whether or not we can longer ignore the real advantages of well-regulated competition in our schools?

### No Gainsaying Effectiveness

No matter what our own personal feelings may be with respect to the use of competition, there seems to be no gainsaying its effectiveness. The attempts of the Jansenists of Port-Royal to train the youths entrusted to their care as young ascetics ended in failure. As Pascal confessed in his *Pensées*, "the children of Port-Royal, who do not receive this stimulus of envy and glory, fall into carelessness."<sup>12</sup> Others also admitted the superiority of the Jesuit schools of this period, and the long list of brilliant figures that attended these colleges should be an indication of the effectiveness of this method of instruction. Further proof of the usefulness of competition may be found in a study made in this country some years ago. This showed that "the efficiency of work under competition was consistently and significantly higher than under cooperation."<sup>13</sup>

In using competition as a means for developing the physical and mental capacities of youth, extremes should certainly be avoided. Long ago, Aristotle made the rather acute observation that only two or three boys who won Olympic victories competed later successfully as men: the rigors of their early training had robbed them of their strength.<sup>14</sup> Similarly, Plutarch decried the mistake of fathers who in their desire to see their sons succeed lay too heavy tasks upon them, "and so they come to grief."<sup>15</sup> But because such mistakes have been, and will continue to be made, there is no reason why emulation itself should be rejected.

### Necessary for Development of Any Human Faculty

In the first place, healthy competition is almost always necessary for the development of any human faculty. No one can judge his own potentialities until he sees what others have already done. No one becomes an expert swimmer or basketball player unless he has tested his own skills with experts in the field. The same also is true in the attainment of any other art

or science, as Aristotle, for one, fully appreciated. When asked how to make progress in learning, this "master of those who know" replied: "By pressing hard on those in front and not waiting for those behind."<sup>16</sup>

Secondly, healthy competition provides a natural outlet for that spirit of play and rivalry with which all men are born. It may be seen in the *potlatch* of the Kwakiutl tribe in British Columbia and in other primitive societies in which a chieftain will challenge another to a contest in which there is a mutual destruction of property—canoes, blankets, pots, or any other possessions simply to show that the one is wealthier than the other. Or it may be seen in the Wednesday night bingo where the elders of the parish are parted from their pennies in their joy over the prospects of winning. And such a natural instinct, though subject to abuse, should not be regarded as perverse. In fact, as a Dutch historian has shown in a work on man *sub specie ludi*, play, and particularly "agonistic" play, is to a very great extent at the basis of human culture, finding its expression not only in the Olympic games of ancient Greece

*The device at Sister's desk, at her right hand, allows telephone connection from this 8B class at St. Ambrose School, Cheverly, Md., and Patricia Dulinsky, a pupil who was forced to rest in bed with her body in a cast (opposite page).*

*According to Sister Mary Pascal, Principal, Patricia not only participated in every recitation, test, activity, instruction, and assignment, but achieved sufficiently high marks to be considered an honor student.*



and the chariot races of imperial Rome, but also in the scholastic disputations of the Middle Ages, the art of the Renaissance, and, it could now be added, in contemporary science with civilization itself as the prize at stake.<sup>17</sup>

### True of Athlete, Why Not of Scholar?

One of the highest tributes that can be paid to an athlete is that he is "a great competitor." This does not mean that he has great natural ability, though he has some—otherwise he would not be in the game, but that he has a keen interest in the sport, an ardent desire to win, and that he extends himself to the utmost to assist

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# Molding Tomorrow's Sister Teacher

WHEN THE MONUMENT to commemorate the battle of Concord was completed, Emerson composed a poem which contained the oft quoted words: "Here once the embattled farmer stood, And fired the shot heard round the world." The modern version of the shot heard around the world was the shot which put Sputnik into outer space, on October 4, 1957. Nowhere was the reverberation more pronounced than in the United States. In no area was our complacency more shaken than in the field of education. Criticism of education by the educators themselves had long been a commonplace; now the public at large began getting into the act.

Much good has come from this criticism. As a people we are reevaluating our educational system. We are trying to find out what, if anything, was wrong with our previous efforts, and how we can improve education. Already it is evident that students are taking education more seriously. From the way teachers are flocking to summer sessions, workshops, and conferences, it is clear that teachers realize they must work to improve themselves if they hope to keep abreast of the demands made upon them today.

## Preservice Preparation of Sisters

The article will deal with one aspect of Catholic education, namely, the preservice preparation of Sisters who comprise the largest single group of teachers in our Catholic elementary and secondary schools.<sup>1</sup>

Despite what philosophers and educators have said about the characteristics of a great teacher, from Socrates to Mark Hopkins, the actual teacher in the classroom often fell short of this ideal by a wide margin. If we go back about two generations the teacher in the elementary school, whether public or Catholic, had to start with a normal school training, sometimes even less, with great emphasis in the "how" of teaching, but with little emphasis on the humanities and the behavioral sciences we consider so important today.

Nevertheless, the teacher in those days was able to

achieve satisfactory results for a very simple reason. It was within her power to control what children would learn. There was the basic text in each subject. Once she mastered the basic text she was in control of the situation. With the aid of the textbook she was the dispenser of information. If she felt secure in the subject, she could refer the children to other books if they were available. If her grasp of the subject was not too strong, she could confine her teaching to the basic text, supplemented by what other information she had, and thus control the learning of the children.

## More Broadly Educated Teacher Required

Today this is no longer possible. Add to television, the movies, radio, children's books and periodicals, as well as travel which the family car provides, and the teacher is faced with a group of children who know many things which they never learned in the textbook. The teacher can no longer control what children will learn, nor is she primarily a dispenser of information. She must be, what a good teacher should be, one who guides children in the learning process, helps them interpret what they learn whether in textbooks or not, how and where to look up information, as well as holding up ideals in life for them. This obviously requires a more broadly educated teacher than a generation or two ago.

It seems to the writer that the following are some of the problems our teaching Sisterhoods are faced with if they are going to prepare teachers to meet the problems of the future.

## Better, Longer Preservice Training

Better and longer preservice training is needed. Public education is rapidly moving towards the bachelor's degree as a minimum requirement for teaching in the elementary school. By 1959, 38 out of the 50 states had this requirement; while all states require the bachelor's degree for high school teaching, and three states, Arizona, California, and New York, as well as the District of Columbia, require the master's degree or a fifth year of study.<sup>2</sup>

There are no up-to-date figures showing how much preservice preparation Sisters receive who are to teach in the elementary school. A thesis<sup>3</sup> submitted to the Catholic University of America in 1952 studied 1800 Sisters, as to their preservice preparation, and found that only 20.9% had a full four-year college education before beginning to teach.

Although exact figures are lacking, there is evidence that conditions have improved since that time. The



Monsignor Ryan, superintendent of schools of the Archdiocese of Cincinnati, is on the faculty of the Athenaeum of Ohio and of Our Lady of Cincinnati College. He is a product of the University of Dayton and Catholic University of America where he majored in educational administration for M.A. and Ph.D. degrees.

Sister Formation Conference has been the moving force behind this up-grading of Sister education; and the objective of this movement is the degree-before-teaching. During the past decade some 150 houses of studies, called juniorates, have been established, thanks largely to the Sister Formation movement.<sup>4</sup>

There are various reasons why the Sister who plans to teach in the elementary school should receive her degree before teaching. It may be necessary to meet state standards. At the present time there are only about a half-dozen states which require certification of teachers in a non-public school who teach on the elementary level.<sup>5</sup> We must not rule out the possibility of this movement extending to other states.

### **Can Expect To Continue Study**

Formerly the Sister who started to teach with a very meager preparation had to spend many of the best years of her life accumulating credits on a part time basis. At length she reached the coveted goal, the bachelor's degree. Her days of going to school were over! Today it is not so. The elementary school teacher who begins to teach with a bachelor's degree, can expect to continue going to school. It need not necessarily be in a regular degree program. It may be in the form of workshops, summer courses, or conferences of one kind or another. She must do this to keep abreast of the newer developments in science, mathematics, reading, testing, audio-visual aids—in fact almost any phase of elementary education. Changes are taking place so fast that no matter how thorough the preservice preparation of the teacher, it cannot hope to provide her with all the information and skills she will need in a lifetime of teaching.

If the elementary teacher will need more than a full four-year preparation, so much the more will the high school teacher. The time is past when the Sister destined to teach in the high school can first spend a number of years in the elementary school before she moves into the high school. For one thing, the type of preparation the two levels of education call for are different. On the elementary level the teacher must have a broad knowledge of subject matter, so that she can teach the range of subjects offered in the elementary school. Her knowledge of these subjects need not be very intensive.

### **A Specialist in One Field**

On the other hand, the high school teacher must have a reasonably broad educational background, but there must be at least one area where her preparation is much more intensive. She must become a specialist in at least one field. From the very beginning her preparation must be directed to the high school level, and by her junior year, often earlier, her specialty will have to be determined. Once the bachelor's degree is obtained, she can expect to go on for the master's degree.

The Sister teacher will have to have a broad general education. This is especially true of the Sister who, on

the high school level, will teach such subjects as religion, literature, history, sociology, and civics. Since she will have to interpret the social doctrines of the Church, she will need a strong foundation in Christian social principles. Because she can interpret today's events only in light of yesterday's situations, she will need a background of history. The Church's place in the unfolding of the world will require that this background include both secular and Church history.

Her own American heritage must be part of her equipment, as well as the principles of government. Because she cannot interpret social problems without a strong philosophical background, she will need a sequence of courses in philosophy, which will include rules of correct thinking, principles of ethics, and related areas. In order that she may help her pupils to understand the tenets of their faith, she will need a strong background in theology.

### **Science, Today's Password**

Science is today's password. Education in science which used to be placed in the secondary curriculum now begins in the primary grades. Education for this new curricular order now demands of the teacher-in-training a more and a different kind of science program.

Not the least of the teacher-training concerns today is that of mathematics for the future teacher; what sort? How much of the newer mathematics, the "modern mathematics" should she know? She is not sure at this point how much she is going to teach, but it becomes daily more evident that we have not in the past provided the right sort of mathematics courses for our embryo teachers. Again, as the workweek diminishes and hours and days of leisure increase for our citizenry, the problems of education for leisure becomes more acute. The teacher needs a deep appreciation of fine arts and music as well as of literature, if she is to give to her pupils the appreciation and skills that will give them fuller and richer lives.

The question of modern language is a knotty one. Can we do all of this for the teacher, and still give her time in her heavy program, for learning a modern language? With all of this, though we like to say that teachers are born and not made, the fact remains that teachers should be taught how to teach. They need professional courses. There is a vast fund of knowledge, gained from educational and psychological research, that tells us how children learn, what ways of learning are better in different situations, where, in the school ladder, certain skills are best taught. All of these the teacher must know, and this knowledge she acquires in her professional education courses. Only when her curriculum of teacher-preparation has afforded all these experiences can we say that the Sister is ready for her work in the classroom.

### **Produce Some Outstanding Teachers**

Not only must our teachers be broadly trained, but we should produce some teachers who will be outstand-



ing. The great universities of the country compete with one another in trying to attract outstanding scholars to their faculty, whose writings or research will add prestige to the school. Occasionally a high school will produce a teacher whose achievements will attract wide attention. Such a teacher is Sister M. Laurretta, S.S.N.D., a science teacher in Columbus High School, Marshfield, Wisconsin. Columbus High School has about 550 students, and limited equipment in the field of science. Nevertheless, in the past six years this school has produced each year one winner in the National Talent Search competition. When one considers that there are only 40 winners each year in about 28,000 competitors, this is a remarkable achievement. After her fourth winner, Sister Laurretta received a letter of congratulations from President Eisenhower.

When the writer read a paper Sister Laurretta presented at the NCEA Convention in Chicago in 1960,<sup>6</sup> he was curious to find out more of her background in science. He wrote to Sister Laurretta and received a reply in which she said that her undergraduate work in science was done at Marquette and De Paul, and her graduate work at Marquette, where she received a master's degree. She followed this by taking advantage of National Science Foundation grants to attend a chemistry institute at Montana State College, nuclear studies at Oak Ridge, Tennessee, and further studies of physics at Princeton University.

Other teachers of science have backgrounds as good as this, but why don't they achieve similar results? Keeping in mind that the students' work is done as a project outside the regular class schedule and may take up to two years to complete, one passage from Sister Laurretta's letter may answer the question: "All during the time the project is in operation my enthusiasm must be at maximum pitch so that the student catches the spark. Once that is done the student begins to lead and from then on I gather information from him. This is the most rewarding thing any teacher can experience."

### Some changes in Policies and Practices

Not only will the Sister teacher have to have more preservice preparation than before, but within the communities themselves, at least some of them, there will have to be some changes in their policies and practices. Rules and customs of religious communities were often adopted in times past when the need for a Sister teacher to be broadly informed was not so great as it is today. Radio, television, the newsmagazine, as well as general and professional periodicals, now make their contributions to the well-informed teacher. In 1958 the Catholic press<sup>7</sup> carried a report of a pamphlet published by Monsignor Francesco Tinello, a member of the Sacred Congregation of Seminaries and Universities. It dealt with the subject of women religious and television and declared that Sisters should not watch television for recreation, but that it was not advisable to exclude television from the classroom. It was noted at the time that this was not an official pronouncement,

but that it carried considerable authority by virtue of Monsignor Tinello's position as a member of the Sacred Congregation of Seminaries and Universities. A statement of this kind obviously deserves careful study, lest it be misinterpreted. The basic point seems to be that Sisters should not watch television merely for recreation, but could do so for educational purposes. The question arises, just where is the line of demarcation between the two? For the teacher who teaches *Macbeth* in the classroom, would it be merely recreational to see it on television, or would it be educational? Even if a Sister did not teach literature, would it be forbidden for her to see *Macbeth* on television? Is a newscast recreational or educational?

Since television covers a wide range of programs from tawdry entertainment to seriously intellectual programs, it becomes difficult to draw the line between what would be recreational and what would be educational. A too strict interpretation of the statement of Monsignor Tinello would deprive Sisters of the chance to see many worthwhile programs. Since the writer is not a theologian or a canonist, he would suggest that the mother superior do not give her own personal interpretation to the statement, but seek the counsel of a competent theologian or canonist.

Actually under the inspiration of the Sister Formation Conference,<sup>8</sup> many communities of Sisters are changing the daily schedule of the Sisters, in order to make a more profitable use of their time. The writer is indebted to Sister Barbara, S.C., Community Supervisor for the Sisters of Charity of Cincinnati, for a copy of a paper she read at two conferences of Sisters, in which she brings out some cogent reasons for a change in the traditional program in the preparation of teachers. The following quotations will bring out a few of the ideas expressed in the paper.

We ought in the first place to look calmly and dispassionately at the indirect resultant of the horarium in the Sister's spiritual life. We all agree, I think, that many of our existing horaria, planned and set up for the needs of another day and another generation, break our working hours into too many small areas of time. A schedule that calls for a thirty-minute prayer period after school's long day, then another thirty minutes of study, another fifteen or twenty minutes of prayer, possibly a spare fifteen minutes in which we desperately steal a glance at tomorrow's work, with intervening periods for meals and recreation, and so on until the hour of sacred silence—such a horarium obviously militates against adequate and concentrated study and professional improvement.

Psychologists tell us that an individual, when he undertakes a piece of work (mental or physical), experiences a warming-up period before he hits his stride, before he settles in to the rhythm of his task. For some, the initial "readying" period may be short; for others, longer; rare indeed is the individual who can plunge immediately into a completely concentrated and productive period of work. So, in

(Continued on page 69)



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← Brother Leo, F.S.C. at LaSalle Academy in Providence R.I. adjusts controls in one of the 150 student booths installed there by Radio Corporation of America for complete language laboratory instruction in three languages simultaneously.

# audio visual equipment

Perhaps at no greater time in history is there the need for supplementing and increasing the value of the teacher than in this day and age. The pressures of population growth, the disappearing numbers of new teachers added to the rolls each year, the growing technology of the age and the challenge of the future all point to the rather urgent need for means by which those teachers that we have can be made to broaden their influence and reach more students in more classes than ever before. In addition, although we have to spread our teachers more, we find year after year that the fund of knowledge needed for progress in the graduate's world increases and, to disseminate all that needs to be taught — as well as know what has to be taught of the new knowledge — is a monumental task. Developments therefore in the entire field of audio-visual education are most welcome and research on the part of manufacturers and educators have indeed resulted in some rather outstanding accomplishments in clarifying and furthering the educational message. For surely in this ever broadening world, the rather phenomenal growth of the language laboratory could not be more needed. Students faced with wider international contacts and developments can learn rapidly and easily languages which will stand them in good stead in years to come.

The visual image, however, remains perhaps the mainstay of audio-visual educational work. Subjects of every conceivable nature have been written about, acted and produced on 8 and 16mm films, filmstrips and slide sets in order that the teacher may be able to call upon the talents of a great many artists and learned men to bring into the classroom the subject matter and present it



by ETV or by individual classroom projector in the finest manner possible. The ETV and A-V equipment for presenting these images has progressed also and we now have projection units which can perform numerous functions designed to increase the impact of the image, the subject matter and consequently the value of the teacher.

And the horizon is bright. Machines for remedial reading promise great progress. Teaching machines, still in the development stage, portend even greater advances in the educational process. Closed circuit television will come into its own soon and master teachers may then be communicated to all throughout one or more schools.

Thus what follows here is a compilation of the newest in audio-visual equipment to indicate what is available and how the teaching process may utilize this equipment for better teaching, greater knowledge and brighter children.

← A complete audio-visual room complete with knock-down acoustical booth panels. A-V equipment furnished by Victor Animatograph Corporation.

- ↓ Tape recorder with facilities for playing master tapes to ten students with earphones or to large audience with loudspeaker by Rheem Califone Corporation.

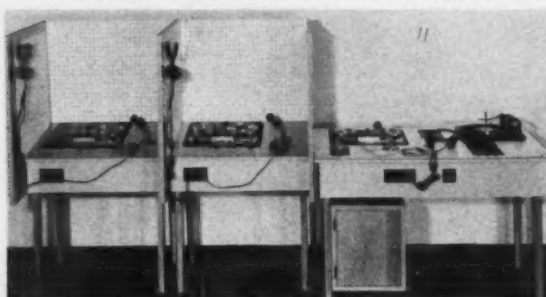


- ↓ Instructor's console and taped lesson sources built into one unit at St. Joseph's Motherhouse, Toronto, Canada. Equipment by Instructomatic, Inc.



- ↑ Movable single and double language laboratory booths and teacher's console. Furniture by American Seating.

- ↓ Teacher's control console with phonograph and tape deck connected to students booths. Equipment by V-M Corporation.



## LANGUAGE

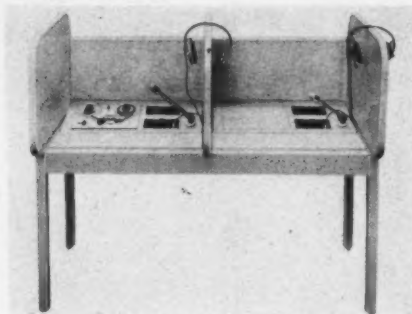


- ↑ Nine tape recorders are integrated in this language laboratory at Mundelein College, Chicago, manufactured by Tandberg of America.

- ↓ High School Language Laboratory installation by Thompson Ramo Wooldridge Inc.



- ↓ A compact student language laboratory booth by Dukane Corporation designed for "audio-active-compare" operation.



- ↓ A six-student section of a language laboratory installation by Switchcraft, Inc.





Teacher's console incorporates four tape decks for this 30-booth language laboratory by Rheem California Corporation. →



↑ At the College of New Rochelle, Mother John Michel Connelly, O.S.U. is pictured left at the four-channel instructor's console while at right, Mother Albans B Sarah, O.S.U., is shown duplicating a master tape in the recording room of this complete language laboratory utilizing equipment by The Edwards Company, Inc.

## LABORATORIES



↑ This teacher control console by Thompson Ramo Wooldridge Inc. provides up to six master program lessons and features sliding laminated desk tops for protection.

↓ Teacher's console at bottom includes tape playing or recording, playing to or monitoring booths and communications with students above. Equipment by Electro-Solid Controls, Inc.



↓ A combined filmstrip and record playing unit for language instruction to as many as four students simultaneously. Equipment by Viewlex, Inc.



↓ This channel control room for language tape transmissions used tape by Minnesota Mining and Manufacturing to program a number of language lessons simultaneously.



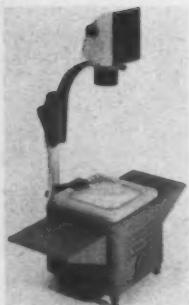


↑ Here shown in operation as a filmstrip projector is a unit manufactured by Graflex Incorporated which projects filmstrips, slides, microscope slides and can be adapted into a tachistoscope with proper attachments.



↑ Sister Roberta Marie of Notre Dame Academy, Washington, D. C. is teaching mathematical concepts through the use of an overhead projector manufactured by Robert J. Brady Company.

## PROJECTORS



← A multi-directional, portable overhead projector accommodating 10" by 10" transparencies manufactured by Oxalid Division, General Aniline and Film Corporation.

→ A 16" high table for sit-down use manufactured by H. Wilson Corporation. Overhead projector by Charles Beseler Incorporated.



↑ Filmstrip projector in classroom use by Viewlex, Incorporated.

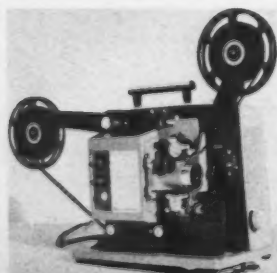
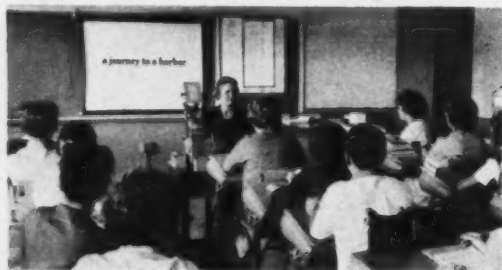
↓ Flip-over transparencies illustrate the biological aspects of a frog on an overhead projector by Robert J. Brady Company.



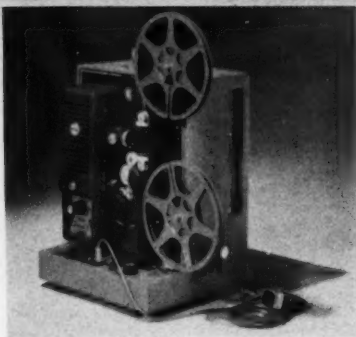
Reading proficiency is tested with this tachistoscope manufactured by Keystone View Company and equipped with timing steps of one second to 1/100 of a second.



← Portable filmstrip and slide projector by Bell and Howell.



← Portable 16mm film projector designed for start-stop-hold-reverse operation with built-in sound speaker by Bell and Howell.

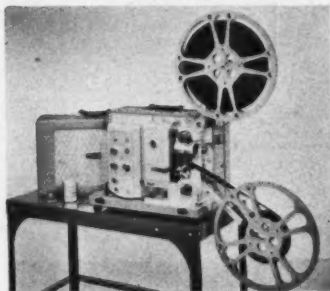


↑ A 16mm film and sound unit designed for forward-still—and reverse showing and equipped with integrated communication system for instructor presentation during silent or still showings. Unit by Eastman Kodak.



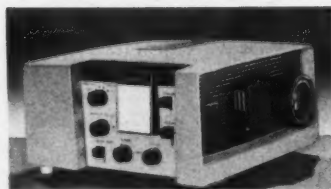
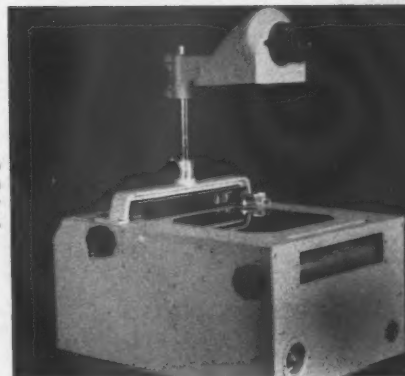
↑ Overhead projector by Keystone View Company in classroom use.

## IN REVIEW



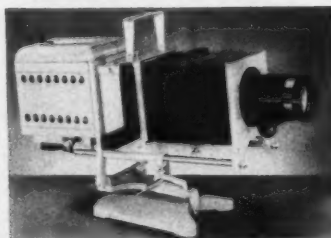
↑ A 16mm film and sound projector complete with loudspeaker, film controls and microphone for broadcasting is manufactured by Eastman Kodak.

An opaque overhead projector equipped with a 1,000 watt lamp and micro switch which shuts lamp on or off as slides are inserted or withdrawn. Unit by Technifax Corporation.



↑ Completely portable, 40 mount slide projector by Bausch and Lomb Incorporated. Timing operation is automatic and variable, push button slide editing and elevation control included.

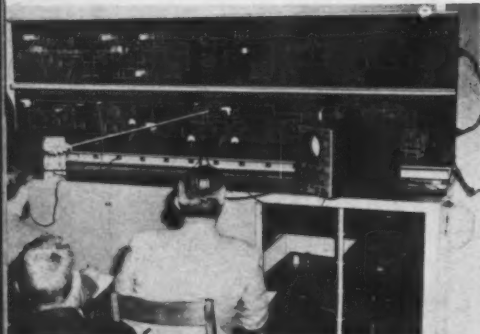
↓ Balopticon slide projector adjustable from 4 to 80 feet mounted on adjustable base and completely protected. Unit manufactured by Bausch and Lomb Incorporated.



Mobile projection unit for supporting, storing and wheeling 16mm projector, loudspeaker and associated equipment anywhere desired is manufactured by Gruber Products Company.



# SPECIAL EQUIPMENT



↑ An electronic trainer demonstrates electronic circuits. Adding panels and components, instructor can build any circuit to be duplicated by individual student racks. Units by Radio Corporation of America.



↑ Sister Mary Lucille of St. Agnes School in Kansas City, Missouri uses the controlled reader unit on projection unit manufactured by Educational Development Laboratories.



↑ The classics are brought into the classroom by the use of the phonograph unit manufactured by Graflex, Incorporated.

For further information concerning the products shown herein, CATHOLIC BUILDING AND MAINTENANCE is offering free on request an Audio-Visual Equipment Kit containing brochures and descriptive literature from all the manufacturers represented in this pictorial feature. Merely circle number E 500 on the inquiry card to the rear and the kit will be forwarded to you by return mail.



↑ Individual illuminated filmstrip projector for student use and student control by Graflex, Incorporated.

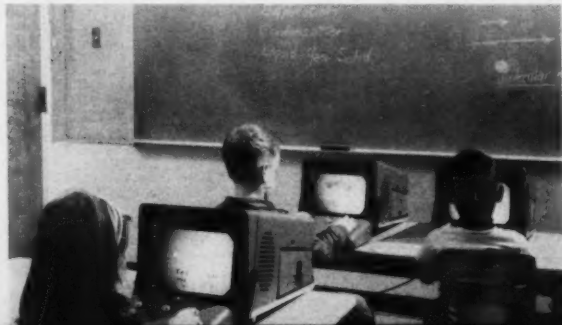


↑ Portable tape recorder for recording or presentations manufactured by Electronic Teaching Laboratories.



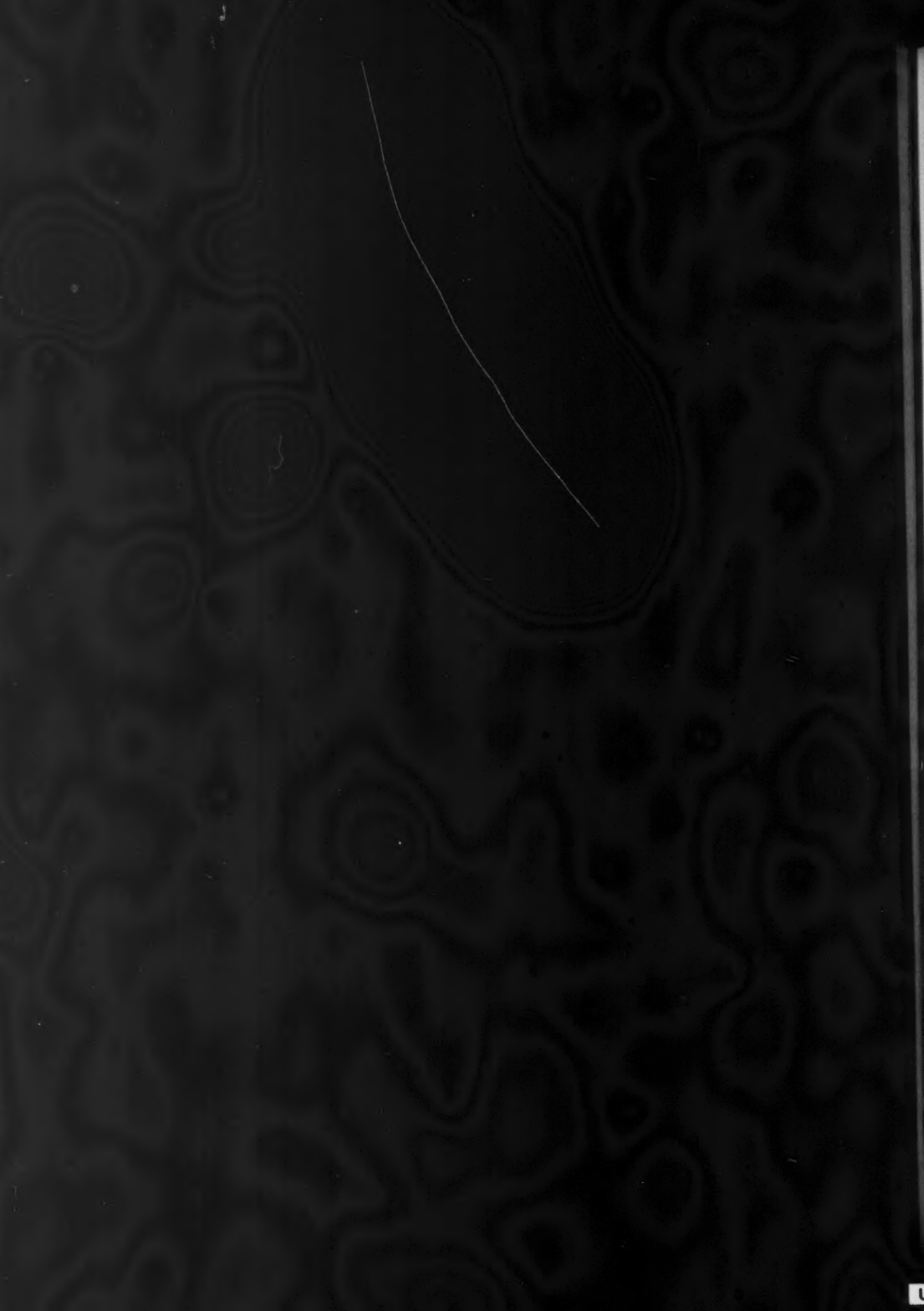
↑ An 8mm sound film rear projection unit for classroom use manufactured by Vicam, Incorporated.

An experimental model of a teaching machine manufactured by Hughes Aircraft is shown in testing stage. Children here respond to visual questions projected on screen and answer by pushing buttons on control panel just in front of them.









(Continued from page 60)

these piecemeal time fragments allotted to a Sister she goes through this transitional stage, settles into the job, and perhaps has just become entirely engrossed in the task, when the bell summons her—it may be to prayer, to meals, to recreation. So the job is left incomplete. Repeated experiences of this kind can leave her a thoroughly frustrated person. The same principle applies to her prayer life—the same warming-up period, the same settling in and ensuing concentration—again a break; again a frustration.

Another practice prevalent in the prayer horarium of Sisters to which we should make some reference is that of spiritual reading in common, and that of the common subject of meditation read publicly or privately. When many of our institutes were founded, candles were a luxury, and spiritual books were scarce. Today, when we are blessed by the external graces of good illumination and a wealth of spiritual books, the practice of common reading for all can scarcely be justified, much less the custom of public reading of a common subject matter for meditation. We are told that the major contribution of educational psychology (and a distinctly American contribution) to the sum total of psychological knowledge lies in the area concerned with individual differences. As teachers, we learned at the outset of our training to recognize such differences among our pupils, and we gear our teaching to their separate need and capacities. Yet in our spiritual lives we have too often continued to ignore this basic principle, just as surely operative in the spiritual as in the intellectual and emotional life.

### Use of "Free Time"

Another adjustment, at least some communities must make, is in the use of free time. In the Gospel according to St. Matthew, 12:36 we read these words: "But I tell you, that of every idle word that men speak, they shall give an account on the day of judgment." A footnote in the Confraternity edition of the New Testament defines an idle word as one which profits

*The eighth grade at St. Veronica's School, East Detroit, Mich., turns to dramatization in their study of priestly and religious vocations.*



September 1961

neither the speaker nor the hearer. It would seem that in some cases religious communities have given an interpretation to this passage which means free time must not be spent in idleness. As a principle no one would disagree with this. But what is idleness? Is reading, conversation, listening to the radio, or watching television idleness? In some cases it apparently is so considered, for if the Sisters have a free day, or a few hours free, arrangements are made for them to do something "useful," such as housecleaning, sewing, one might say anything so long as it involves the use of the hands.

Not only in the preparation of teachers, but perhaps even more important, in the schedules they must follow when actually engaged in teaching, adequate provision must be made for leisure time. During this time Sisters should be free to follow their inclinations to read, to converse, to follow a hobby, or other means of self-improvement. The teacher who has no time for outside reading, reflection, or just plain relaxation, is hardly a teacher who is to grow in her profession and be an inspiring teacher in the classroom.

### A Professional Person, Too

The preparation of the Sister must impress upon her mind that while she is primarily a Religious, as a teacher she will be a professional person. She must take pride in her profession and constantly improve herself. Reading the literature in her field will be requisite. She may also be called upon to attend meetings, not only of her fellow Catholic school teachers, but also of public school teachers. Her first meeting with a predominantly public school group may find her somewhat timid. Once she has overcome this, she will find not only that she has something to learn from public school educators, but that also, if she will only speak up, they may learn from her.

Public speaking should be an important part of the preparation of every teacher, though some will never develop into effective speakers. But a course in public speaking which ends up with three semester hours of credit, and a complete abhorrence of ever facing an audience is a waste of time. Many a P.T.A. meeting wearies its members with an innocuous program, while the parish school has Sisters who have the knowledge and experience to give an enlightening talk on some school problems, if they could only overcome their timidity of facing an audience.

### Attitude Towards Role of Laity

The writer heard of a case not so many years ago where a mother superior told a pastor she would withdraw all her Sisters if he hired as much as one lay teacher. The large number of lay teachers in our schools today is evidence that this attitude is now very limited, if it exists at all. If a Sister receives her preparation in a college in which there are lay students, she will naturally be used to working with them. On the other hand, if her preparation is exclusively among

other Sisters, she may find it difficult to adjust to working with lay persons.

It is not only a question of serving with them on a faculty; it is an attitude of mind towards the role of the laity in Catholic education. The laity of 1961 are not the laity of 100 years ago, mostly recent immigrants and almost exclusively of the laboring class. Today, Catholics are found in all levels of the business and professional world. In some areas touching on education some of them are more competent than those who are administering our schools. Their association into organizations such as Home and School Society or P.T.A. should be welcomed by teachers. Cooperatively they can settle many school problems.

Today many a good Sister would resent serving under a lay principal, or taking orders from a lay supervisor. The young Sister had better prepare for it. Lay persons now occupy administration positions in the colleges and universities. In time it will happen in the secondary and elementary schools.

### Broad Acquaintance with A-V Aids

Teacher preparation today usually includes a course in audio-visual aids. If it is limited to showing the student how to use a slide projector, or thread a film into a movie projector and operate the same, it is much too limited in its scope. The teacher's own learning process should include also the use of television, teaching machines, and tape recorders, as well as the more conventional audio-visual aids. Today we think of the tape recorder as largely limited to the study of foreign languages. Their use is being extended to other areas, even in the elementary school. We have in our archdiocese a school for slow learners and remedial cases. While the teacher is busy with one section of the class another group, with their earphones clamped on, get their directions on what to do from a tape. They carry on their work undisturbed by the teacher and without disturbing the rest of the class. If the teacher of the future is to be sold on the use of audio-visual materials, it will best be done if she has had the advantages of such teaching in her own training.

### Concept of Master Teacher

The teaching profession might learn a lesson from the medical profession. In the operating room the surgeon does only that part of the operation which calls for his professional skill. Nurses, aides, and orderlies do the work requiring less skill. As a result of television instruction on the college level, the concept of the master teacher has taken hold. One expert teacher, with adequate time and materials for preparation, will deliver a lecture on television, while other

teachers take sections of the class for review and discussion.

Need this technique be reserved only to the college, or even high school? Could it not be brought down to the elementary level, with or without the use of TV? To some extent we do it when we bring in a special teacher for music, or art, or physical education. But we could still go further. Why should the teacher who is an expert in presenting subject matter to a class in a challenging, inspirational way have to spend much of her time in the routine task of hearing recitations, correcting and grading papers?

Obviously, it would be disastrous to the morale of any class of prospective teachers to pick out certain ones and tell them they are to be prepared only for the more routine aspects of teaching. At the same time in every class there are students who are superior to others; they are recognized as such by their fellow students. They are capable of carrying extra work and they do. Such preparation could be along the lines of specialization in a given field where their competence would be recognized. The ordinary classroom teacher does not resent it if a competent music teacher comes to her class to take over the music period. It is at least possible that the classroom teacher of the future will accept the teacher who can present an outstanding lesson in geography, history, science, or mathematics, while the classroom teacher follows with the discussion, review, testing, etc.

After all preparation has been completed, it does happen that a person will never seem to adjust to a total classroom situation. At the same time she can work with smaller groups, such as the slow learners or handicapped. Instead of becoming an inefficient classroom teacher, this Sister could be used as a teacher's aide.

<sup>1</sup> Figures given in the 1959 Summary of Catholic Education, N.C.W.C., pp. 28-29 and 34-35, show the total number of Sisters teaching in the Catholic secondary and elementary schools to be 70,880, while the total number of priests, scholastics, Brothers, and lay teachers to be 48,840.

<sup>2</sup> *Teacher Education in the United States*, Stiles, et. al. Ronald Press, 1960, p. 294.

<sup>3</sup> *An Evaluation of Catholic Elementary School Teachers' Pre-Service Education*, Sister M. Brideen Long, M.A., Catholic University Press, 1952, p. 35.

<sup>4</sup> *Sister Formation Bulletin*, Vol. VII, No. 1, Autumn, 1960, p. 1.

<sup>5</sup> *The State and Non Public Schools*, U. S. Department of Health, Education, and Welfare. Government Printing Office, Washington, D. C., 1958, p. 26.

<sup>6</sup> *Bulletin*, National Catholic Educational Association, August, 1960, p. 287.

<sup>7</sup> *Catholic Telegraph Register*, Cincinnati. February 14, 1958, p. 1.

<sup>8</sup> Mother M. Consolatrice, B.V.M., "Changes of Community Horarium," *Sister Formation Bulletin*, III:1, pp. 8-9. Autumn, 1956; and "The Inservice Sister and the Problem of Time: What Can the Higher Superior Do?" *Sister Formation Bulletin*, V:2, pp. 10-12. Winter, 1958-59.



# When We Write for Publication

SINCE TEACHING AND WRITING are so closely linked it would seem likely to find in one person the gifts necessary for proficiency in both professions. But unfortunately, the requirements of the two are of quite a different order. Some educators can develop into good writers, and some writers can become great educators, but the training in one does not fit one for the shoes of the other.

When one technically trained as an educator seriously wants to express himself on paper, he may expect success if he follows through, for a deep desire more often than not indicates the potential presence of ability in that field. The written word will reach many more people than the word spoken in the classroom. If duty is not a strong enough motive, there are others nearer in to the ego. For one thing, writing will help effectiveness in teaching, for writing compels us to think through a subject more completely than most other activities do; another satisfaction we may expect if we give up our spare time to writing rather than to golf or gardening is the prestige which accompanies successful authorship.

## Getting Started

But with this pleasant picture of the writer comes a very obvious difficulty—the problem of getting started. It is easier to paint the porch, or do almost anything other than quietly to sit down and try to plan an article or book. Procrastination is the natural reaction when a man is faced with a writing job. At some point, however, we decide we cannot continue this line of least resistance and realize we have to establish a habit of regular hours of writing and stick to them. So we set aside the same period each day and when that time comes, we sit down and begin to work whether headache, hunger, or visiting relatives try to interfere. Having established this habit firmly, we know we have slain our dragon but the memory of him continues to dog our steps, and one day we find ourselves confronted with another live dragon: it is the indescribable effort needed to get the first draft of the writing on paper. If only we could peg down our thoughts on paper! No matter how wobbly they appear, we know from experience that the rest can be taken in stride: writing, editing, revising, and whipping into shape is so much less difficult. It is always helpful to face these general attitudes toward writing with a certain fearless optimism in order to clear the way for the more technical difficulties of the craft.

The choice of subject matter is the first problem which confronts us. But for educators, it is usually

not a large one. We write what we know most about. Some phase of work in our field of competence captures our attention. Then, having kept abreast of articles appearing in the journals of our profession, we know whether our material offers a fresh approach and thus justifies an article. Meanwhile, as we begin to decide on a subject, it is a good thing to have in mind a magazine where it would likely find a home. And it is a better thing to talk with the editor of that magazine (or write to him) in order to determine whether he would be interested in that particular topic; and if so, how he would like it treated, his preference in length, etc. Even after such exploratory work, it may save time to submit a carefully proposed outline of the article indicating the treatment of the material before we write the complete one.

There are exceptions, of course, to all rules. The educator with the gift of genius, one who can blaze trails or effectively expose fallacies, will find a responsive editor with ease. Anyone with an original topic well written will find the doors open to him. Most authors, however, try to eliminate all known hazards ahead of time. Proper timing for the subject matter is one that he many want to consider. The best time to publish an article is just before its subject reaches the highest peak of public interest. It is not advantageous to be the first to introduce nor the last to treat a subject, for the curve of the editor's receptivity swings down a little ahead of the curve of public interest.

## Amount of Research

The amount of research necessary to produce a good article can vary, but when there is a question of how much groundwork is wise in a given instance, the safe answer is: do more than you consider necessary. The amount and variety of research that goes into a professional personality article written for one of the larger magazines is so exhaustive that it requires a

Alma Savage is well known for her seven published books and contributions to many Catholic periodicals. She spends most of her time writing, but also maintains a literary service. For the ten years prior to 1956 she also conducted a lecture service. She taught English in high school for two years before becoming sales manager at Sheed & Ward, 1933-1946. She served as children's page editor of *Our Sunday Visitor* from 1950 to 1955. A graduate of Washington University, St. Louis, Mo., Miss Savage did graduate work at the University of Wisconsin and at Columbia University.



number of pages merely to outline the directives for the research. And yet the finished piece does not give the average reader any idea of the huge area of knowledge possessed by the author from which he selected his final material.

The research required for articles in the educational field must be exhaustive in its own special way. The deep knowledge of a particular field which the author's experience and reading has given him must include an awareness of all current and past published material on the subject. The more experienced the writer is the more thorough will be the background of research he will want to bring to each article he writes.

### **Core of the Problem**

Next we reach the core of our problem—working out the structure. This involves thinking through the subject, deciding on the development and emphasis, and arranging the points into a strict hierarchy of importance. It means molding the article into the shape we want it to take *before* we begin to write the article itself. Many writers prepare a partially written outline, then feeling that they have the rest well in mind, plunge into the writing.

We know where we are going, we are eager to be on our way. Why should we stop to draft a road map? The same reasoning applies to the builder who, having all the materials assembled, starts to build his house without a blueprint. One building thus constructed tells him where he was wrong. But authorship is less tangible: cause and effect do not appear in simple sequence. An author seldom learns to what extent his article holds the interest of the reader, nor can he usually assess the reason if the reaction has been less than satisfactory.

### **All Reader Asks Is Clarity**

After meticulous care is given to the structural organization, we next try to clothe our ideas in a form and write in such a style that once begun the reader will stay with us to the end. This is not asking a great deal, for actually, all the reader asks is clarity.

When Cardinal Newman was praised for his style, he said that he had never been conscious of working for any particular style that his one great effort was to write as clearly as possible so that the reader would get the same meaning out of the lines that he had tried to put into them.

Many of us, after laboring over a manuscript, have been asked the meaning of a certain paragraph: only then as we reread our own copy do we suddenly realize what is involved. We did not catch the faulty phrasing, for meaning comes not only from the words on paper, but from the knowledge of the subject in the mind of the reader. This was part of our equipment; our readers, unfortunately, had to depend on the contents of the page alone to learn the meaning.

Most of us have to work hard in trying to acquire a limpid style so that words say to the reader exactly what we want them to say. And yet there are so many varieties of snags in style that tend toward fogginess. After exhausting all the kinds of errors, we are still accosted by others we thought we had conquered. We must always be alert for sentences that parse, for pronouns and their elusive antecedents, for a phrase or clause which does not drag and yet is not abrupt. And we have to use so much vigilance to avoid the many things that interrupt the smooth flow of the readers' thoughts, as well as words which exasperate him because of their awkward position in the sentence. Then there is forever the little gem which pleases us but which is not relevant to the theme. These factors belong in the consciousness of the young writer, but often remain to bedevil one experienced in his craft as he strives to write an article with an effectiveness of style which does not reveal the painful labor that went into it.

After considering these ingredients of a clear style, there is still one more directive which all of us must respect: when we send the final draft to the editor, it should be in as perfect form, from the viewpoint of development, as we can make it. An Editor should not be expected to mould our partially formed ideas into final publishable form. That is not his job. Very likely he will have to do considerable editing of our work, but it should represent only the kind of finishing touches that we were not able to do ourselves.

### **Physical Presentation**

Considering the physical presentation of the article, one of the first questions the editor asks is whether there is enough elbow room on the manuscript, and the second query is whether the copy begins on the middle of the first page, thus allowing a generous portion on the top to receive the printer's marks.

The editor also wishes to have an adequate margin on the top and sides of all pages thus allowing room for editing and at the same time showing consideration for the eyes of the printer. This is one of the reasons too why double-spaced type is so important, and why we may use only one side of the page.

The quality of the paper too is important. When we have used flimsy onion skin or air-mail paper, an editor is forced to employ his valuable time to paste another sheet on the back of each page of the manuscript to reinforce it, for by the time both editor and printer have finished with the manuscript, it has often had a rugged life. The size of the paper should be standard 8½ by 11, and not legal size. The name and address of the author should go on the top, left hand corner. Pages should be numbered and preferably carry the title for identity.

The final item which an editor asks is the enclosure of a self-addressed stamped envelope.

## Social Studies Revitalized

VERY OFTEN WE HEAR teachers complain that their social studies classes seem so dull, uninteresting, and monotonous. Motivating the students to greater interest and participation in class activities presents a problem to them. The day to day lesson becomes a matter of routine with little variation from the traditional teaching procedure of assign, study, and recite. The same students volunteer all the answers to the questions and supply any added information the teacher might request. Hence, a number of students, either because of lack of interest or inferior ability, derive little or no knowledge of the subject matter under consideration. A teacher might, under such circumstances, consign social studies to the same fate his students have—that of a dead subject worthy of little notice in this modern age. Yet, as Catholic teachers, we should have a different perspective on the matter.

Next to religion, social studies ranks as one of the subjects most conducive for laying the foundation of correct understandings and attitudes in the student. It likewise aims at directing the students to a deeper awareness of the infinitely wise designs of the Divine Creator of our Universe. Who can read of man's material progress, his associations with his fellowmen, and his attempts to conquer space without in some way becoming conscious of certain definite principles he must follow in order to guide his steps safely to a desired goal. These principles, the Christian social principles, which have been set forth chiefly in the social encyclicals of Leo XIII, Pius XI, and Pius XII are ten in number. They are:

1. Every one needs God.
2. Every man deserves respect because God made him in His own likeness and Heaven is his true home.
3. The family should be bound together by love.
4. God intends that men live, pray, work, and play together.
5. Work and the worker deserve respect as they are very necessary to God's Plan.
6. We depend upon each other for needs of body and soul.
7. Men should use God's gifts of the earth as God wants them to be used.
8. Men should share their knowledge with each other.
9. A man should choose the welfare of the group rather than his own personal gain; nations should work toward a just and lasting peace for the whole world, rather than their own growth in power.
10. All men are brothers and God is their Father;

therefore, unselfishness and self-sacrifice should be the keynote of men's lives.

### Integral Part of Our Teaching

We have read these principles often and heard them discussed countless numbers of times, but have we made them an integral part of our teaching? Has our goal been the inculcation of these principles in the minds of our students? They are basic if we wish to do our best as Catholic educators.

Who can learn of the bountiful store of riches placed on this earth solely for man's use, the remarkable order in creation, the rise and fall of civilizations, and not be imbued with the fact that man has been endowed by a Divine Creator with intellectual and spiritual powers which have enabled him to discover and use wisely the gifts which surround him? Most assuredly all men's accomplishments on this earth are reflections of the glory and greatness of God.

Social studies is precisely the field of study which can best exemplify for the student, both in fact and detail, many of the important truths and objectives we stress in our religious instructions. Some of these are:

1. God is the Beginning and End of all things.
2. Natural resources are not accidents; they were put on this earth according to the Plan of Divine Providence.
3. A steadfast faith and trust in God must be developed in all of us.
4. The Catholic Church has profoundly influenced civilization throughout the centuries.
5. Law, order, and officials must be respected because they receive their authority from God.
6. A loyalty to and a pride in our great country should be developed.
7. Every right we can claim has its corresponding obligation.
8. Responsibility, co-operation, justice, tolerance, courage, and honesty are virtues to be admired

Sister Mary Paul teaches grade eight at St. Agnes School, Chicago Heights, Ill. She has been teaching for eleven years, the past seven of which have been devoted to teaching the eighth grade. Sister received her education at St. Francis College, Fort Wayne, Indiana. She has contributed to the *Catholic School Journal*.





- and practiced by nations as well as individuals:
9. All men are united in the Mystical Body of Christ.
  10. Man has a destiny to achieve—Heaven.

### **Bring About Best Response by "Buzz Session"**

Realizing the tremendous importance of these truths, we cannot rightfully tell ourselves that social studies isn't too important in our curriculum. Even after having accepted these as fundamental principles to be learned by the student, there remains the problem of revitalizing our class periods in such a way as to bring about the best responses from the greatest number of students. To effect this, try the "buzz session" in your social studies classes.

Just what is the "buzz session?" It is an interesting type or the discussion method of class procedure. It is quite flexible and can be adapted to almost any situation in which you might wish to make certain the class does not pass over any important ideas in the lesson. Furthermore, it draws all students, even the more timid and slow ones into the discussion and affords them an opportunity and add some information to the topic under discussion.

How does a "buzz session" work? Divide your class into small groups of perhaps six or eight students in each group. Select one member of each group to act as chairman for the discussion. Each time a "buzz session" is held, it is advisable to allow a different member of the group to act as chairman, thereby giving a greater number of students the opportunity to develop leadership and self-confidence. Assign a topic to each group to be discussed. It may be well to note here that this topic may be a single topic from a chapter in history, for example, or it may be the entire chapter, if the lesson is not too long. Instruct the members of each group to pool their information on the topic noting on a piece of paper the important ideas, facts, and principles learned from their discussion. After a reasonable length of time, call upon each chairman to summarize for the entire class the information his group has gathered.

### **General Procedure**

Briefly, that is the general procedure for a "buzz session." However, there are many variations to this general method. In regard to the topic under discussion, for example, it may be given to the respective group the day before to allow each member to gather added information from other sources. If this is done, it is well for the students to discuss their topic without the aid of their text. The information they have gathered the day before should be sufficient for a thorough discussion.

The "buzz session" is an interesting method to get the students to study a new lesson. A teacher may present an excellent introduction and overview of the lesson and still find the students rather reluctant to study the lesson in detail. In this case, the topic for discussion would be the new lesson. Your class will

delight in studying the new lesson with the other members of their group. You will notice a greater interest and effort on the part of your students when allowed to share their ideas and information with others.

The discussion proper may use various methods. As was mentioned above, each member of the group may take notes on the discussion. Another method would be to have one of the members of the group other than the chairman act as a recorder for the group. As important facts are mentioned, he could write them down much the same as a secretary would do for a club meeting. A most effective method, however, is to have each group construct an outline of the topic they are discussing. Each member of the group should contribute to the construction of the outline and at the same time make a personal copy of the outline. This proves very effective in ascertaining whether students are able to choose what is important and overlook what is irrelevant.

### **Chairmen Report to Class**

Immediately following the time you have allotted for the actual group discussion of the topic, it is necessary to have a follow-up period in which the chairman of each group presents to the entire class the important points his group has agreed upon. It is an excellent opportunity for the chairman to speak before the class, an ideal summary of each topic, and a means of evaluating the extent to which the class has profited from its lesson.

Thus far we have said very little about the role of the teacher in such a lesson as this. It is an important and indispensable one, to say the least, perhaps more important than may first appear at the thought of conducting such a class as this. The first task of the teacher is to instruct her class on the method and purpose of a "buzz session." Much of the success depends upon the manner in which the students have been taught to accept this type of class procedure. The teacher first impresses upon the students that the discussion must be conducted orderly, in a low tone of voice, and always under the direction of the chairman. While the students are holding their discussions, the teacher should walk from group to group, listening to each group in turn as it collects its data on the topic at hand. Whenever necessary, the teacher offers assistance either in regard to the subject matter or the manner in which the notes or outline are to be written. The teacher is never an idle bystander leaving all the work to the students. This type of class activity takes thorough preparation, a wide knowledge of the subject matter, and constant alertness to the needs and progress of the various groups in the class.

The increased use of the "buzz session" will be accompanied with new ways of adapting it to your class. Ideas for perfecting its use will present themselves to you until each new "buzz session" results in better class participation and more effective work on the part of your students. Your students will find this type of class procedure a rich experience, and a fruitful one.



# That "Necessary Evil": the Lay Teacher

ONCE AGAIN THAT SEASON is here when we lay people hear the appeal from the Ordinary or the Director of Schools for all teachers, past and current, to come forth and fill the need in the parochial schools. The need we know. The will, the desire to help, is there. But can these overcome the knowledge that the lay teacher is treated, far more often than not, as a "necessary evil?"

There was a time when the enrollment in the parochial schools kept a pretty steady pace with religious vocations. Neither was large. In those years, the parochial schools held their heads high—above such shame—they seemed to smile in a satisfied sort of way that might have been construed: "Please, we will never come to that!" The "that" being the use of lay teachers.

"We are well staffed with dedicated religious," was their answer to one who might make bold to ask, "Do you have any lay teachers in your schools?"

## Then Enrollments Increased

Then enrollments increased at such a rate that the pastor, against his better judgment, was forced to weaken. This was the beginning of the end. That necessary evil, the lay teacher, gradually invaded his "closed shop," first as substitutes. A lay teacher was asked to teach a class "for a few weeks" while Sister X underwent surgery or fought a round with pneumonia. When she was asked to take a class "for a few days," she learned quickly that she had better plan for a much longer assignment. An eighth grader could play teacher or monitor or reporter to the principal if it were to be for a "few days." I suppose it was wishful thinking on Sr. Principal's part when she phrased her plea for help that way.

Often the substitute lay teacher dutifully stayed on and on, and even found herself being asked to take a full-time assignment the following year, after the "obediences" had been given and there were not enough nuns to go around.

Enrollment continued to grow and vocations did not keep up with the need for teaching nuns.

When he could see no way out of having lay teachers permanently, the pastor shook his head in despair and very likely said to Sister Principal, "What a dark day for our school!" While always treated politely by the Reverend Pastor, the lay teacher always knew that if she were wearing a habit, she would be more welcome; she would be a *member* of the faculty, not just a lay teacher, a necessary evil.

## Sisters Very Understanding

Usually the lay teacher found the Sisters very understanding, friendly, and helpful. Her principal guided her and "stood by" her. Often she was her confidante. But a lay teacher never could be thought of as an equal, and sometimes that feeling brushed off on the students' parents. They felt mistreated if their children were assigned to a lay teacher. The lay teacher might have been as well trained in education as any of the nuns, and might even have had seniority in years of teaching—but she always knew that she was a lay teacher, a necessary evil. The atmosphere was there.

When lunch time came, the children who carried their lunches peeled their bananas on top of the desks, munched their sandwiches and drank their milk. They put the peelings and the crusts back in the empty paper bags, marched to the wastebasket with them, and burst out to the playground. The Sisters retired to the well-earned calm of the convent refectory nearby for a lunch prepared by Sister Cook, or they went to the Sisters' lunch room in the school. Miss Lay Teacher closed her classroom door with the hope that none of her little ones would not barge in with, "'scuse me, S'ter; I forgot my jacks." (The pupils always called us "S'ter," which in a way made us feel as though we belonged.)

## No Place to Wash

With no place to wash her hands, she would dry clean them—after all, that was only chalk dust—and sit down at her desk to peel her banana and eat her sandwich. Of course there were times (right after pay day) she would scurry to the corner dairy or spaghetti counter for a hot lunch. Those afternoons, she felt so good that her pupils hardly recognized her. She was refreshed, not nearly so cross as usual, and she might even manage to read a story to her puzzled class before the last bell.

Mary Louise Kelley taught for seven years in parochial schools of Youngstown, Ohio. Since her marriage she has done occasional substituting. She is past president of Junior Seton (Study club) and is active in the NCCW (past deanery president). She was formerly secretary and vice president of Ladies of Charity. She has taken part in programs of the NCCW institutes and in the 1960 national convention. She has been a lay participant in Ohio Welfare Conference meetings, Family Life Conference. She studied at St. John's College, Cleveland, Ohio.





## Choosing a **CATHOLIC COLLEGE** Series

# COLLEGE OF ST. FRANCIS

## Joliet, Illinois

The College of St. Francis is one of the educational institutions of the Congregation of the Third Order of St. Francis of Mary Immaculate. It was established in 1920 when the original charter given to the Congregation in 1874, to conduct "a seminary of learning for young ladies" was amended to read "college of liberal arts and sciences." Under the title of Assisi Junior College regular courses were opened to the public in 1925. With the opening of the fall term in 1930, the senior college curriculum began to operate under the present title.

### LOCATION

Joliet is about thirty-eight miles southwest of Chicago's loop, and is easily reached by the Rock Island, the Santa Fe, and the Gulf Mobile and Ohio Railways. It also enjoys frequent and comfortable bus service. The College is on the Lincoln Highway and can be reached conveniently by automobile from distant points.

### ACCREDITATION AND AFFILIATION

The College is accredited by the North Central Association of Colleges and Secondary Schools, the University of Illinois with rating in Class A, and the Catholic University of America. It

has full recognition from the Illinois State Department of Public Instruction. It holds membership in the National Catholic Educational Association, the Association of American Colleges, the American Council on Education, and the Federation of Illinois Colleges.

### OBJECTIVES

As a Liberal Arts college, its first objective is the training of the mind through the art of thinking and the art of expression. As a Catholic college, its primary function is to impart wisdom and to inspire in its students a love for truth and the zeal to spread it. As a Franciscan college, it is guided in its educational plans by the great Franciscan ideals that come to it as a precious legacy through seven centuries. Its faculty believes that knowledge may never be divorced from personal holiness; that the universe may be sacramentalized, whereby all creation will lead to the Creator; that happiness does not lie in material goods; that simplicity is the daughter of truth; that the great Franciscan spirit of joy can be the possession of everyone who will hold Christ as the center of all being.

### FACULTY

Franciscan Priests and Sisters; lay men and women.

### LIBRARY

The library, as a vital educational force of the College, aims to play an active part in the learning and research of both students and faculty. It also encourages recreational reading through regular displays. The annually growing book collection now numbers over 48,000 volumes. Current American and foreign periodicals, both scholarly and popular, number approximately 240. The best of these are regularly bound.

### DEGREES

The College of St. Francis confers the following degrees:

*The CATHOLIC EDUCATOR*



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Bachelor of Arts (A.B.), Bachelor of Science (B.S.), and Bachelor of Music (B.M.)

### CURRICULUM DIVISIONS

Division of Fine Arts with majors in Music and Art.  
Division of Language and Literature with majors in English, French, German, Latin, Spanish, and Speech; with minors in Greek and Journalism.  
Division of Natural Science with majors in Biology, Chemistry, and Sociology; with minors in Education, Library Science, and minors in Home Economics and Physics.  
Division of Philosophy and Religion with a divisional major Religion-Philosophy, and a major in Philosophy.  
Division of Social Science with majors in Economics, History, and Sociology; with minors in Education, Library Sciences, and Political Science.

### CO-CURRICULUM AND EXTRA-CURRICULUM

**Student Organizations:** In addition to the Student Government Association, which is affiliated with the National Federation of Catholic College Students, there are the following organizations: Baconian Club, Biology Club, Caecilian Choir, Le Cercle Jeanne d'Arc, Circle of Apollonius, Club Hispano-americano, College Chorale, Germania, Golden Mouths, Interlude, International Relations Club, Pipers' Guild, St. Luke's Guild, Sociology Club, Sodality of the Blessed Virgin, Student Affiliate in the Joliet Section of the American Chemical Society, Theta Chi Sigma, Third Order of St. Francis, Women's Recreational Association, and Y.C.S.  
**Student Publications:** *Burnished Gold*, *Interlude*, *Mary's Book*, and *Pipers' Papers*.

### ADMISSION REQUIREMENTS

Students are admitted to the college either by examination or by certificate from an accredited high school. Candidates for ad-

mission must present fifteen units of high school work, including two majors and one minor, chosen from the fields of English, foreign language, mathematics, science, and social studies. The following credits are prescribed for all: Three units in English, one unit in algebra, geometry, natural science, and social studies, two units in one foreign language. The scores from the American College Test are required.

### EXPENSES

Tuition, per semester.....	\$200
Board, per semester.....	240
Residence, per semester.....	50-90
General Fees, Per semester.....	15

### SCHOLARSHIPS

A limited number of resident scholarships are awarded on November 1 to students who apply for them through the principals of those high schools which are on the scholarship list of the college.

### ILLUSTRATIONS

*Opposite page, top:* St. Albert Hall, the new science building; modern dance class; Spring Concert, 1961, with St. Joseph College of Collegeville, Ind.  
*Opposite page, bottom:* Little Theatre production; the library—the door to knowledge; telecasting in Speech Hall studio.  
*This page, top:* some senior science students; the language laboratory; art majors admire their work.  
*This page, bottom:* practice teaching in a Joliet public school; fun and exercise; Friday night intercollegiate social.

September 1961

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I have only the highest respect for the nuns and deep affection for many with whom I've worked. Their few comforts are well earned and it makes me happy to see better living conditions and opportunities come their way. Their lives are governed by vows and regulations. The peace of the chapel must bring calm at the end of the day.

It is not in the power of the nuns to provide comforts or conveniences for the lay teachers. It is the good pastor who is not likely to think that the lay teacher might like a change of scenery; that she would appreciate his providing a small room with an outlet where she might "perc" a cup of coffee or warm a can of soup. And heaven forbid—a little powder room for the lay teacher never, never crosses his mind. After all, this is a school!

We seldom saw the pastor. He usually left the running of the school to Sister Principal—where, with no disrespect to Father, the school was much better off!

### One Experience

When I was married, I retired. A "retired" teacher, *ipso facto*, goes on the substitute list. I had liked teaching and when I would get a call to help out for "a day or two," I often went. One experience in particular comes to mind. A principal for whom I had worked and with whom I had had pleasant associations called me. I was busy in my classroom, getting along nicely with my charges, when the door swung open and there was the Reverend Pastor. He was newly appointed and I had not met him. The children rose as one and sang out, "Good morning, Father X," just as they had been trained. Father glared at me as I approached to introduce myself—that necessary evil. I do not remember whether I got my name out before he turned on his heel. I was completely mystified. I never had experienced anything that came close to this treatment. But this was Father's first pastorate; he had always been an educator. His behavior was not for me to question. A bit crushed, I went back to work. Before the day was out, Sister Principal came to me to apologize for Father's actions. She told me he had gone directly to her and demanded, "What is that woman doing in my school in charge of my children?" Her answer was that I was no stranger to her; that I was her choice and her responsibility; that as long as she was principal, that is the way it would be.

### One Pastor Always Thoughtful

At this point, memory goes back to a pastor who was just the opposite of the man just mentioned. He was not a school man. He left the school to Sister Principal and we saw him rarely except at the first of the month. I always felt that if called upon he would stand by us lay teachers as staunchly as he would uphold the nuns. This was in the era when money was scarce. Collections were small. His worries were great, but he always was thoughtful. I suspect that many months he did not collect his own meager salary, but he always saw

to it that we got our salaries. He knew we could not get bus tickets on credit.

Over the years, the necessary evil has become more and more necessary and less of an evil. In many schools, lay teachers outnumber the religious. Many diocesan systems are subsidizing advanced education for lay teachers. Their salaries now are not far below the public school scales, and hospitalization and social security are included. (In the "old days," our salaries were \$50-\$60 a month and no fringe benefits.) Provisions for lay teachers are being made, at least in a small way, in new additions to schools as well as in new buildings. Perhaps the architects have had a hand in awakening the pastors to the needs of the secular faculty. One pastor told us a few years ago with genuine joy and pride that he was going to be able to give his lay teachers a room of their own, a place where they could relax during lunch hour and that 45 minutes, once a week, when one of the assistants would teach catechism. He planned to furnish it so we might be comfortable while we ate, and to equip a spot where we might do a bit of cooking if we chose. But his joy was short-lived. Within a year or so the supply room had to be converted to classroom use, and you can guess what became the supply room. I felt disappointment for him as well as for his lay teachers. This pastor—as do many—complains about the staggering sums paid out in salaries, but he treats his lay teachers on a par with the fine treatment he gives his Religious.

It is granted without a moment's argument that the ideal is to staff our parochial schools with well-trained Sisters whose vocation is to teach. But let us be realistic. That ideal cannot be achieved in the foreseeable future. Bishops throughout the country are appealing to the retired teacher, to the former teacher whose family is grown and even to her whose youngest is in the first grade, to return to the profession. Many, many have answered this call to Catholic Action.

### Wants to Help

When this teacher returns home after her day in

---

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school, her work is far from finished. As all teachers do, she must correct papers, keep grades and the other statistics, and make sure she is prepared for tomorrow's day in school. In addition to all this, she often has responsibilities of her home and family waiting for her. The laundry and the cleaning take up the week-end. Planning next week's meals and shopping for them are another chore. This good woman is not teaching just because she "wants to get out of the house." If that were all she had in mind, she could easily find a better-paying job with far less responsibility, one that would not put her patience to such a test and would offer more comfortable working conditions. She is in the schools because she wants to help the parochial schools to continue to operate on the fine standards that have made them great.

### Why?

The lay teachers are doing a great work in the lay apostolate, many performing far above and beyond the call of duty. Why do many priests treat them as poor and hopeless stand-ins? Publicly they apologize for having so many lay teachers in the system; at the same time they ask for volunteer clerical help! I have heard men in education make statements about lay teachers that infuriated me: were it not for my training, so deeply rooted, not to question the word of a priest, I would have challenged these statements publicly.

I think—I hope—the day is not far off when parents and educators will admit that the lay teacher is not just a necessary evil, but an intelligent, dedicated, responsible woman who enriches their faculties. The pastors will find satisfaction and peace of mind when they see this and trust the lay teacher as an able and wanted member of their faculties.

### It Is Not Too Late . . .

(Continued from page 48)

In the political area the Grace paper supports the emphasis which President Kennedy has given to our relations with the republics of this hemisphere. Our American policy recognizes the primacy in our foreign relations of our bonds with the nations of Latin America. In the social area the Grace paper proposes a series of feasible measures for immediate action in the fields of land use, housing, education, public health, science, and mass communications. The author feels that these measures can be carried within realistic economic limits. Since time is of the essence these measures are designed to meet the greatest needs in the shortest time. In the economic area the Grace paper proposes the implementation of President Kennedy's Alliance for Progress by mutual trade preferences within the American Community of Nations; the accelerated development of balanced dynamic economies

in the American Republics; methods of industrialization and agricultural expansion toward the achievement of a higher standard of living, and, finally, "seed loans" plus a more effective generation and use of private capital, both local and foreign.

The importance of Latin America to the United States makes it imperative that we take adequate measures to insure our own safety. The economic and political health of the Latin American Republics is essential to the security of the United States of America.

### Encourage Spirit of Competition? Yes

(Continued from page 57)

his teammates. He is in a sense "a victim of *noblesse oblige*," the tribute paid by one of the Boston Celtics to another, Bob Cousy. A great competitor is not envious of his rivals, which would certainly be a vice, but he is interested in the honor that goes with victory and the thrill of the game.<sup>18</sup> From competition he achieves poise, a sense of confidence, philosophical resignation in defeat, and thus prepares himself for the greater competitions of later life. And if this is true of the athlete, why should it not be true of the scholar? No one has become a great doctor, or a great lawyer, or even a great teacher without being first "a great competitor." Nor has any one become a great saint who has not with God's grace been fired with the ambition to excel and who, when looking about at his *competitores*, or those who have sought the same immortal crown, has not at some time asked himself with St. Augustine: *Tu non poteris, quod isti, quod istae?*—"Can you not do what these men, these women have done?"<sup>19</sup>

<sup>1</sup> James Boswell, *The Life of Samuel Johnson* (New York, 1931), p. 425.

<sup>2</sup> Horace, *Epistles* 2.1.70.

<sup>3</sup> Martial 10.62.10-12: *Ferulaque tristes, sceptrum paedagogorum, Cessant et Idus dormiant in Octobres: Aestate pueri si valent, satis discunt.*

<sup>4</sup> St. Augustine, *Confessions* 1.9.

<sup>5</sup> *Life of Samuel Johnson*, p. 20.

<sup>6</sup> Lucretius 1.941: *deceptaque non capiatur.*

<sup>7</sup> Horace, *Satires* 1.1.25-26: *ut pueris olim dant crustula blandi doctores, elementa velint ut discere prima.*

<sup>8</sup> Quintilian, *Institutiones Oratoriae* 1.2.18-25.

<sup>9</sup> See Allan P. Farrell, S.J., *The Jesuit Code of Liberal Education* (Milwaukee, 1938), pp. 290-296; F. Charmot, S.J., *La pédagogie des Jésuites* (Paris, 1951), pp. 361-376.

<sup>10</sup> William M. Alexander and Paul M. Halverson, *Effective Teaching in Secondary Schools* (New York, 1956), pp. 114.

<sup>11</sup> For the complete code, see Leonard H. Clark and Irving S. Starr, *Secondary School Teaching Methods* (New York, 1959), pp. 330-334.

<sup>12</sup> Pascal, *Pensées*, no. 151.

<sup>13</sup> J. B. Maller, *Cooperation and Competition. An Experimental Study in Motivation* (New York, 1929), p. 159.

<sup>14</sup> Aristotle, *Politics* 8.4.1.

<sup>15</sup> Plutarch, *The Education of Youth* 13.

<sup>16</sup> Diogenes Laertius, *Aristotle* 5.20.

<sup>17</sup> Johan Huizinga, *Homo Ludens: A Study of the Play-Element in Culture* (London, 1949).

<sup>18</sup> For the distinction between *envy* and *emulation*, see Aristotle, *Rhetoric* 2.10.10-11; Charmot, *Pédagogie*, p. 363.

<sup>19</sup> St. Augustine, *Confessions* 8.11.



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# Teacher to Teacher ...in Brief

## ORAL-AURAL AIDS in the Teaching of Latin: A Caution

By Sister Therese, S.N.D., M.A.

WE HAVE BECOME a language-conscious nation since the appearance of Sputnik on our horizon. The resultant boom in the sale of sound equipment and the rise of enrollment in modern language classes give evidence of our concern. Language laboratories are being installed in an ever-increasing number of high schools. Schools that have not reached that bracket can boast of a record-player or a tape-recorder or of both. There is scarcely a modern language text on the market which does not have its accompanying records or tapes.

There is no doubt that short of living in a country, the electronic method of learning to speak a modern language is of tremendous value. But the exclusive or extensive use of language laboratory methods in teaching the Latin language or any other ancient language is another and different procedure, based as it is on a number of misconceptions.

The language laboratories with their tapes and records were devised for the study of modern languages. Latin, as studied in high school is neither a modern nor a

foreign language. It cannot be considered as if it belonged to the same category as French, Spanish, Italian, German, Russian, or any other modern spoken language.

### Play Different Roles

Latin and the modern languages play different roles in the scheme of general education. Modern languages, dealing with contemporary life and culture, have a horizontal perspective; Latin, for the most part dealing with the ancient life upon which our Western culture is based, has a historical perspective. The vocabulary of the modern languages matches that of contemporary English; much of the Latin vocabulary in high school texts, generally that of the classical period of Latin literature, is about two thousand years away.

The cardinal principle of these oral-aural methods is that all languages are fundamentally oral and that the reason for studying a language must necessarily be the ability to carry on a conversation in it. This definitely does not hold true at least in the present, for the study of ancient languages of which the most important in Western culture and education is Latin. Valuable as the ability to converse in Latin may be in the seminaries, or among teachers and professors of Latin, or among those who would like to see Latin restored to its former function as an international language, the present purpose of Latin study in our high schools is not to speak the language, but to learn to read it and read it to learn it.

### The Place of Formal Grammar

Again, there seems to be in the exclusive use of these oral-aural language systems an utter lack of understanding of the place of formal grammar in the learning and the comprehension of a language.

Sister Therese has been a teacher of Latin, having authored *Vocabulary Method by the Cluster Method* (Doubleday). Sister majored in Latin and French while earning her A.B. degree at Xavier University, Cincinnati, and in Latin and Greek at Stanford University Palo Alto, California, for her M.A. She pursued further studies in Latin and Greek at the universities of Cincinnati, Chicago, and Villanova. Stationed at Notre Dame High School, Bridgeport, Conn., Sister is a member of the N.E. Catholic Classical Association and of the Classical Association of New England.

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## Teacher to Teacher—In Brief

(Continued from preceding page)

If the aim is to *speak* a modern language, there is at first little need for knowledge of formal grammar beyond the bare essentials. However, the main purpose of studying a foreign language is still what it has always been, and that is to gain a sufficient command of vocabulary and structure to enable the student to read with pleasurable and profitable comprehension the literature of that language. For this a thorough knowledge of the grammar is a *sine qua non*. Neglect of grammar will result in superficial and incorrect comprehension, a condition which will have to be remedied if the student wishes later on to study the language seriously. Therefore, if the motive for learning a language is ability to read it, the mechanical repetition of hundreds of disconnected phrases or isolated sentences, taken from a tape or a record, could be an extremely frustrating experience, which definitely would interfere with or seriously retard the attainment of that particular language goal.

### Profitless Occupation

As a means of learning correct pronunciation or of repetition for drill or even of saving the teacher's energy and voice, tapes and records undoubtedly have some value. But it would be a rare student of high school Latin at any level who could listen with profit to tapes or records containing the letters of Pliny or the orations of Cicero or the poetry of Vergil or the works of any other author of classical Latin, no matter by whom or how well-rendered. Ability to follow such with even fair comprehension would be difficult for experienced and well-trained Latin scholars. Moreover, exposing the student to this profitless occupation could consume costly time and cause distraction and confusion as well. To play over and over again a long complicated passage from Latin until the student comprehended it would be ridiculous, if he could do it much faster by having the written text before him. In the use of these and all oral-aural aids the value to the students as well as



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## Teacher to Teacher—In Brief

(Continued from preceding page)

their receptivity must be carefully considered.

### Pedagogical Folly

From what has already been stated, it can be easily understood why the making of oral-aural methods the core of a revolutionary revision of Latin teaching is pedagogical folly, granted that it may be a noble experiment in the cause of linguistics (cf. *Latin: A Structural*

*Approach* by Waldo E. Sweet, the pioneer in this new approach to the teaching of Latin). If high school freshmen of ordinary ability find Latin a difficult language to learn even with the aid of a trained teacher and one of the well prepared textbooks now on the market, one wonders what would be their reaction to the task of memorizing verbatim three hundred and sixty proverbs or axioms, selected from all periods of Latin, in which task they are supposed to imbibe 1,660 words plus all the forms and all the

syntax from all periods of Latin literature. Which feat having been accomplished, they will be able thereafter to read with comprehension all the works of all the authors set for study in present-day high school and college Latin syllabi. (The second book of the series is the *Aeneid of Vergil*, with notes in the Latin of Servius.)

### Material Not Graded

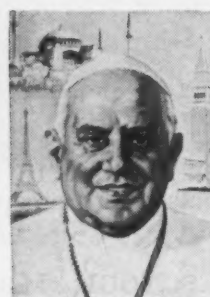
In this text, whose avowed purpose is to apply the findings of structural linguistics to Latin, the material is not graded, no attempt has been made to lead the beginner from one step to another, no simple Latin is provided for pupils who must read their first connected Latin prose. Even if the teaching of Latin were postponed to the junior and senior years of high school, the level of approach, the difficult terminology of linguistics, the amount of material to be covered would still be much too difficult.

### Success Would Rest on Sheer Memory

As yet there have not been sufficient tangible results of this approach to the teaching of Latin, nor has there been time to gather such. (Dr. Sweet's book was published in 1957). But when one realizes that success of the method in the final analysis rest on sheer memory, that all that has been learned over the years about methods of teaching Latin is completely ignored, that Latin from all periods of Latin literature is set for memorization regardless of the variations in rules of syntax and vocabulary, that dictionaries and grammars for reference would have to be re-written in order to include Late and Medieval Latin, one would certainly prefer to be the last by whom the old is left aside than the first by whom the new is tried.

### Conclusion

In conclusion, it is important to note that the oral-aural method of teaching Latin does have a function and a very significant one, since the use of oral-aural Latin is actually the most natural approach to the language in its *earliest* stages. But for the effective use of this approach language laboratories and Latin records and tapes are not at



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## Teacher to Teacher—In Brief

(Continued from preceding page)

all necessary. Oral exercises can be incorporated in the text. Simple oral practice of short pattern sentences which contain a minimum of change are invaluable in teaching vocabulary and structure simultaneously, since speech pattern psychology obtains in learning Latin as well as in modern languages.

However, as soon as advisable, these oral practice patterns should be culled directly from the works of

the real classical authors which they are preparing to read, so that the correct Latin language and its idiom may be preserved. The syntax in conversation and in the classics is identical. Selections from the stories in the lessons can furnish ample material for conversation.

Above all, reading sentences aloud with proper phrasing increases immeasurably both understanding and appreciation. The written language correctly read gets into the memory. Words and phrases linger. Acquisition of words

and phrases in context is the most efficacious way of building up vocabulary and knowledge of correct usage. Since the aim, however, should be to develop power to read the masters of Latin literature, the conversable idiom should be polarized in that direction. To use only colloquial Latin in the oral-aural pattern practices and literary Latin in the readings would not only render the oral Latin ineffective, but would certainly cause as much confusion in the mind of the beginning student as would the memorization of sentences from all periods of Latin literature in preparation for the reading of the classical Latin produced during the Golden Age of Latin literature.



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## ENRICH Elementary Science Program With Poetry

By Sister Mary Ruth, O.S.U.

IN THIS AGE of space ships and satellites, when science fiction bursts daily into reality, we should not be surprised to note the current emphasis on science in educational circles. The need for an integrated science program in our schools is a need that grows hourly.

Many of us have failed to recognize in science a splendid opportunity for solving one of our most fundamental teaching problems. How often we are jarred by the seeming indifference of modern youth toward life's genuine values. The good, the true, and the beautiful seem to be running a poor second to the useful, the fantastic, and the glamorous. While we may justly ascribe this materialistic attitude to an over-absorption in "science," we shall never balance it by minimizing our emphasis on true science.

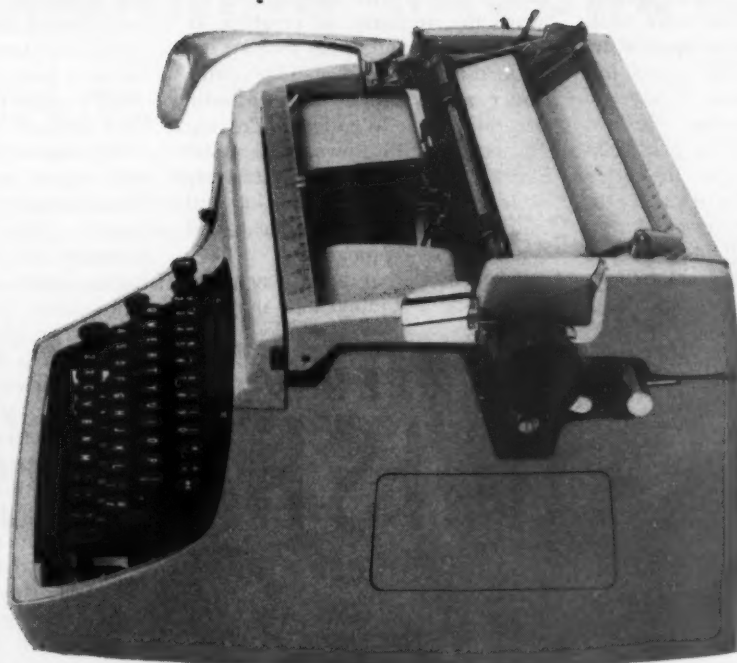
### Waiting Behind Every Door

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Sister Mary Ruth teaches grades seven and eight at SS Joseph and Paul School, Owensboro, Kentucky. She has been teaching for seven years in elementary schools in Kentucky and Nebraska.



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## Teacher to Teacher—In Brief

(Continued from preceding page)

covers God in an ever increasing degree—as though God were waiting behind every door opened by science.” But the child cannot unlock these doors alone; if he is to recognize the Creator “behind every door,” he must be guided to this recognition in his formative years. This is why the science program should begin in the first grade; indeed, it ought to begin at home the first time the child looks wonderingly at a bird, a cloud, or

a rainstorm, and utters that infinite word, “Why?”

The child comes into the world with a gift of awe and wonder toward the mysteries of creation. In the primary grades, the teacher has little difficulty in directing young, eager minds from the wonderful creation to the Wonderful Creator. But as the child grows older, materialistic philosophies progressively stifle his sense of wonder. God and nature become commonplace, and science loses its meaning.

We hear a great deal today about correlating and integrating our cur-

riculum. Enrichment programs and audio-visual aids have become accepted servants of education. It is my contention that poetry could and should serve science in some such supplementary capacity, in order to keep alive or reawaken the child's sense of the mystery of his environment.

Of course there are many who will wince at this suggestion of “contaminating” science with poetry. This “cold war” between scientist and poet has long been raging, but it may be noted that, as Kilby states, “poetry and science are one in their highest reaches.”<sup>1</sup> Their opposition is rather apparent than real. The scientist will indict poetry for beauty, spirituality, and emotion, subjective qualities unacceptable in “pure science.” Yet some of the greatest masters have described poetry as truth, verity, knowledge, and thought—attributes for which the scientist has the greatest reverence. We may observe in passing that the two greatest periods of literature and art—the Greek Classical Age and the Renaissance—were accompanied by a corresponding flourishing of science.

We Catholic teachers should be the first to rise in defense of those truths incapable of demonstration by the scientific method. These lie in the realm of wisdom, rather than science; and it is wisdom that gives meaning to science. The miracles of nature become commonplace when we lose the vision of these essential truths. The best and truest poetry, by means of intuition and suggestion, penetrates like a ray of light into the human mind, where it suddenly realizes for us a truth we have known scientifically all along, yet have never before been struck by its meaning.

### Which Poems to Use?

What kinds of poetry could be used to enrich an elementary science program? How would a teacher go about collecting poems for this purpose? First of all, the teacher would profit by a study of the “Objectives of Child Growth” listed in each volume of *Guiding Growth in Christian Social Living*.<sup>2</sup> Here she will find enumerated the aims of the elementary science pro-

<sup>1</sup> Clyde S. Kilby, *Poetry and Life*, The Odyssey Press, New York, 1953, p. 75.



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## Teacher to Teacher—In Brief

(Continued from preceding page)

gram with regard to the child's fourfold relationship with himself, God and the Church, his fellow men, and nature. On this basis, she would select the poetry which would best further these objectives, always keeping in mind the particular needs of her group.

Even if there is not yet a science program operative in the school, the first grade teacher should begin

to instill in her charges a love of God's marvelous creation. Most six-year-olds do not have to be coaxed to listen to poetry. In selecting poems for these children, the teacher should look for simplicity rather than profundity, although they are often discovered together. Of course, if the teacher is using a poem to illustrate a scientific truth, she will avoid those dealing with elves, fairies, pure nonsense, and the like. These poems do not violate truth; they convey the very nature of childhood. But they

should be used apart from a science period.

## Charming Simplicity

What child could resist the charming simplicity of Christina Rossetti's "Who Has Seen the Wind?"<sup>3</sup>

Who has seen the wind?  
Neither I nor you;  
But when the leaves hang trembling,  
The wind is passing through.  
Who has seen the wind?  
Neither you nor I;  
But when the trees bow down their heads,  
The wind is passing by.

While this poem is both beautiful and imaginative, it illustrates several scientific truths.

In connection with a unit on animal homes, the primary teacher might use Margaret Sangster's "The Building of the Nest," Mary Austin's "Prairie-Dog Town," Vachel Lindsay's "The Little Turtle," and Juliana Ewing's "A Friend in the Garden," to mention but a few. Poems about the seasons, the weather, animal habits, stars, clouds, and growing things are almost endless, and some can be found in any children's anthology.

In the primary grades, a list of poems suitable for integration with the science program might include some of the works of Robert Louis Stevenson, Frances Frost, Walter De La Mare, Elizabeth Madox Roberts, Dorothy Aldis, Eleanor Farjeon, Hilda Conkling, and many, many more, including those mentioned above.

As the child progresses into the intermediate grades, his horizons expand; he can understand more and more about this wonderful universe of ours, to discover in nature more and more evidences of the wisdom, power, and beauty of its Creator. His poetry horizons are widening too. Now the teacher might introduce, in addition to the works of the above-mentioned poets, some of Emily Dickinson's nature lyrics, and those of Robert

<sup>2</sup> Sister Mary Joan, O.P., and Sister Mary Nona, O.P., *Guiding Growth in Christian Social Living*, Vols. I, II, and III, The Catholic University of America Press, Washington, D.C., 1944.

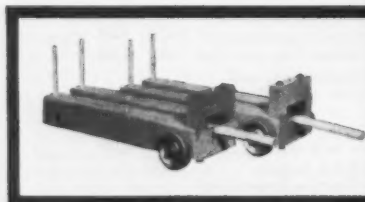
<sup>3</sup> Christina Rossetti, *Sing-Song*.

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Frost, Bliss Carman, perhaps William Cullen Bryant, and others.

The upper-grade teacher, with this foundation, could begin to introduce some of the classical nature poems, such as those works which will stimulate the child's scientific curiosity, and which reveal an aspect of nature proper to current learning experiences.

### Suggestions for Presentation

How might the poems be presented to the children? This will depend to a great extent upon the originality and ingenuity of the individual teacher, but here are a few practical suggestions:

The most obvious method of presentation, of course, is reading the poems to the children. The limitations of beginners will necessitate this procedure in the first grade. But even here, the children would be encouraged to copy and illustrate some of the simpler poems; this could be correlated art and penmanship work.

If there is space, a science bulletin board provides an excellent setting for some poems. For instance, while the class is studying the stars, the patterns of some of the more prominent constellations could be arranged around a large printed copy of Sara Teasdale's "Stars." William Brighty Rand's "The Wonderful World" offers wide possibilities for such a display. After studying the poem, the children would be encouraged to bring to school suitable illustrations. Or better still, they could contribute original drawings for this purpose. A child who prints well will take pride in providing a copy of the poem for the board. No teacher need be told that such class activity provides its own motivation.

Some other poems adaptable for such treatments are "The Woodpecker," by Elizabeth Madox Roberts, "The Sun's Travels," by Robert Louis Stevenson, "What Robin Told," by George Cooper, and "What Do We Plant?" by Henry Abbey. St. Francis of Assisi's "Canticle of the Sun" offers unlimited prospects for illustration by almost any grade. But again, this is only a small beginning.

In case that the science bulletin board is not practicable, the pupils may keep individual or group scrap-

books of science activities, including the poetry used in connection with them. Most children have a natural urge to collect, and such a scrapbook might prove the needed outlet for the superior talent of a gifted pupil, as well as a stimulating project for all. In guiding the children, the teacher should be careful not to stifle their own creativeness. As they begin to learn to use

the library and to find selections in books, they will soon be able to choose poetry for their scrapbooks. Perhaps they will even write some of their own.

### Our Responsibility

We, as Catholic teachers, must no longer soft-pedal our science teaching. If we lag in the field, how can we hope to overcome the forces



## THIRD GRADE AUTHORS

By Mrs. Drennon Lynch, 3rd grade teacher—  
based on her article in the *Tennessee Teacher*.

*What she says here is generally applicable on any grade level.*

Like all children, my 3rd grade boys and girls could express themselves creatively when they had something to say. How they communicated their ideas depended, in large measure, on the freedom with which their own thoughts had been permitted to grow.

If children had rich and varied backgrounds and were secure in their associations, expressions were rich (their ideas repressed and within narrow patterns, the expression quality stunted).

Interest in writing was gradually developed by praise and attention given even to the weakest endeavor. Love, praise, recognition control direction of child's creative activities.

Some sentences will need to be accepted that upper grade teachers would frown upon, but sentences must not be left incomplete and must end with proper punctuation mark.

Creative writing and drawing soon became contagious. A story or poem did something special for a child. There's creative ability in all children and in many types of experience if creative effort and thought are given.

When children want to write and know efforts will be read, they tend to write well. A story a day seems too much. Creative work should not be crowded or hurried.

Purpose is important. We had a book in which everyone did something. Great were the thrills the day it came from the bindery in its beautiful red cover.

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## Teacher to Teacher—In Brief

(Continued from preceding page)

of evil which profess a Godless science as their creed. There are many who go so far as to say that the Church will never produce great scientists, because it is opposed to science. Nothing could be more untrue. No scientific truth can conflict with a religious truth, for God, the Author of all Truth, cannot be in conflict with Himself. Truth is one, the reflection of the True, who is God.

## MUSIC: A "CLASSIC" EXPERIMENT

By Sister Mary Malachy, R.S.M.

IN AN EFFORT to offset the anemic music interests of the fourth grade, we launched out into the symphonic sphere of Beethoven.

However, introducing the symphony, even with all its merits, is not an easy task when the opposition is armed with rhythmic "rock and roll" measures. It requires exposition and training toward readi-

ness. Actually, the class' attitude toward popular music is the reason which prompted a program of counteraction. In what started out to be a casual poll, I found that the class was completely absorbed in the fetching rhythm of "rock and roll" as the *only* form of music entertainment. (You might find a similar poll enlightening.) The final result of the experiment was 28 votes for Beethoven and 18 votes for "rock and roll," indicating a serious cultural deficit. You may be interested in the experiences of the 28 conquered ones.

### Preliminary Training

First of all, it appeared to me that generally, there was need for a minimum preliminary training in cultural discernment, musical evaluation, and selectivity based on an initiation into the norms of art, beauty, and excellence. The students readily agree that "rock and roll" is neither beautiful, nor artistic. Some authorities doubt even its status as music. Much has been said about "rock and roll's" illiterate and primitive beginnings, suggestiveness, and intense rhythmic pitch. When you hear a song title like, "What's Good About Graduation?" (one of the less offensive ones) you suspect a threat to American values and standards.

These are some of the implications of popular music and we wonder if the classics possibly can foil this type of mentality.

### Beethoven's Energetic Eighth

Paper and pencil in hand, we turned on the sonorous hi-fi to a concert of Beethoven's energetic *Eighth Symphony* with its sequence of bombastic surprises. The interpretation rested with the students. Writing their ideas holds their interest and reduces the abstract sense indicative of pure music. One boy wrote a series of sixty-one ideas



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Sister Mary Malachy is secretary at Catherine McAuley College, Rochester, N. Y. Before her six years of teaching in elementary schools and at the College reading laboratory, she was a private secretary at Eastman Kodak Company. She is past chairman of the educational trends committee of the College alumnae association. Sister is a graduate of Nazareth College of Rochester, having studied also at St. Mary's Business School, and Catherine McAuley College.



# Christmas Angel

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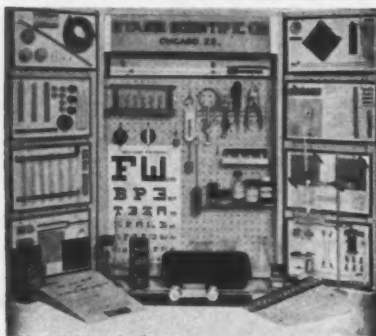
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## Teacher to Teacher—In Brief

(Continued from preceding page)

which were stimulated as the recording pursued its course. All were alerted to the vibrant motif as it recurred again and again under various instrumentation.

For the boys, it is a listening experience marked with high adventure, intrigue, kings, castles, knights, princes and white horses, fox hunts and trumpeters—a natural outlet for boys' love of excitement, thrills, speed, and sense of vicarious triumph. They can't resist pantomiming the violins.

### Gradually Felt "At Home"

Gradually, we felt "at home" with the *Eighth Symphony*, and were somewhat in awe of its power, ideas, and grandeur. One breathless crescendo rises to a mountainous height, resolving in a graceful cascade that defies even Mozart's title to melody.

I think the girls felt the hypnotic power of music as they were transported to picturesque places with Ariel-swiftness, where ballerinas dance to melodious strings. But, their own statements are exuberant testimonials to Beethoven, as they delight in the violins flitting in and out of heavy percussions, and they begin to recognize

beautiful dancing and twirling  
fluttering butterflies  
trapeze artists and circus tricks  
a piper skipping, and  
a fawn in flight.

### Representations Were Verified

(At this point, you may object as I did, that this is mere imagination, a weaning away from the authenticity of the master's work.) So, diligently, after class, with forty-six pages of the children's notes in hand, I sat beside the recorder to review the reviewers and determine the extent of exaggeration. Surprisingly, item after item, their representations were verified. With assurance we can itemize their impressions a little further, although the arrangement here does not strictly coincide with the sequential order of the symphony. Some boys and girls thought the music was:

exciting  
full of surprises  
graceful



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## Teacher to Teacher—In Brief

(Continued from preceding page)

calm (in some places)  
joyful  
too noisy  
enchanted  
dreamy  
marching music  
soft spring music  
gay  
swift  
full of suspense  
dramatic  
mellow  
coming to a climax

## They Visualize

They could visualize:  
a horse and buggy  
the triumphal march  
a ballroom  
the winning of a war  
a knight in shining armor calling  
to the gateman in a loud voice  
loud claps of thunder  
a peaceful meadow  
leaves swirling in the wind  
birds calling to each other  
a rushing falls  
a storm at sea  
a prince on his steed  
the conductor of an orchestra  
buds of flowers just opening  
fairies dancing  
ballet dancing in George Wash-  
ington's time  
a lion going full speed  
someone riding through the coun-  
try  
(A compliment to the versatility  
of Beethoven's genius.)  
the beating of drums  
Robin Hood  
a horseman entering the draw-  
bridge  
a woodpecker  
a hot summer day in the desert  
men swordfighting  
butterflies settling on flowers  
peace and quiet  
a race of horsemen  
skaters  
toe dancers  
the Pied Piper  
spring dew on white roses  
sun's reflexion on the water as  
seen from a drifting sail boat  
a drizzle of rain  
falling flakes of pure white snow  
lots of pretty flowers

Other comments:

"He repeats a lot."

"I don't get tired listening to it."  
"perfect timing"  
"makes me feel as happy as my  
birthday"  
"nice solid tune"  
"I think it's the most beautiful  
music."

## Summary

With due respect to the aesthetic realm of the art of music, I thought we might descend to the familiar steps in a *scientific* experiment by way of summary.

Problem:

The "common" musi-  
cal taste of the young-  
sters.

Materials:

Classical records,  
preferably music  
which strikes you  
keenly—your anima-  
tion gives impetus to  
their interpretations.

Procedure:

(Object A) As stated  
above.



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## Teacher to Teacher—In Brief

(Continued from preceding page)

### Observation:

Proved to be an experience of aesthetic joy.

### Control:

(Object B) Ultimate free choice of the individual. Remember in the final poll, 18 votes were cast for "rock and roll."

### Theory:

The classics can wield weighty competition to popular music when there is a continuity of instruction maintained from grade to grade. Recently, I heard indirectly that one mother is amazed at her young son's admiration for Beethoven. Will he find out in a few years that the average mind considers him stuffy?

### Conclusion:

- (1) This type of initiation has potential for future leisure, hobbies, and careers.
- (2) It would tend to minimize the forthcoming phase of Hit Parade infatuation.
- (3) Gives them a relative *experiential* basis for intelligent musical selectivity.

### Application:

Never before has education undergone such unrelenting evaluation and criticism. While we are in the throes of rejecting, adapting and adopting curriculum, the introduction of classical music into the grade school deserves serious thinking.

## WHY JUVENILES BECOME DELINQUENT

By Sister M. Benita, R.S.M.

WHEN GOD CREATED MAN and set him upon this earth to achieve his eternal salvation, He placed within this creature of His a supernatural soul which has an intense affinity for infinite love and happiness which is God, Himself.

This quest for happiness is at the root of all of man's emotions.

### Child's Happiness Is Parents' Responsibility

The little child seeks this in the security of parental love and affection and the warmth and comfort of the food, clothing, and shelter which they provide for him.

In a home, where a child is

Sister Mary Benita teaches sophomore English and religion at Camden (N.J.) Catholic High School. She has variously been elementary school principal and teacher in elementary and high schools. Sister graduated from Georgian Court College, Lakewood, N. J., and is a candidate for her masters degree at Villanova University.

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By Sister Mary Bernard, O.S.F.

## I Came

WHILE WORKING with emotionally disturbed children at the Remedial Reading Clinic at Catholic University of America, I contacted many children from various sections of the city. These children, products from private and public school systems, influenced by many approaches to reading instruction were all failures in reading.

## I Saw

As an approach to remedial instruction, the Phonovisual Method is adaptable to any basic reading text. Being in a position to work with children from a variety of educational backgrounds, I found Phonovisual the ideal tool to build and strengthen skills so necessary in individual word attack and reading success.



Sister Mary Bernard, O.S.F., is a member of Franciscan Sisters of Christian Charity, Manitowoc, Wisconsin; has had twelve years teaching experience in elementary school; taught at Catholic University of America and Holy Family College, Manitowoc, Wisconsin. Sister is a graduate of Holy Family College, Manitowoc, Wisconsin, and received her M.A. degree from Catholic University of America. She also studied at St. Norbert College, De Pere, Wisconsin, at Mount St. Mary College, Los Angeles, California and Temple University, Philadelphia, Pennsylvania.

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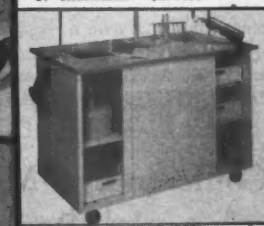
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## Teacher to Teacher—In Brief

(Continued from preceding page)

denied these necessities, is born the potential juvenile delinquent.

The father may be an alcoholic, an over-dominating spouse or parent, or he may be filled with a mass of tensions which have been built up from present economic or social forces; poor physical health, or even the scars of his own unhappy childhood. These factors readily influence the temperament

of his wife who is the child's mother. Or the situation could be reversed and the mother's built-up tensions may be responsible for her husband's nervous strain.

In either case, both tend to seek relief. Sometimes their only outlet is in seeking their own diversion to the detriment of their child. They travel intensively or entertain lavishly if they are economically equipped to do so, and little Johnnie is left in the cold care of a governess or nurse.

## Increase Child's Emotional Aches

Or on the more frequent and more common level, where poverty and vice are prevalent, the parents are so occupied with relieving their own tensions that they either neglect the child or increase his emotional aches and pains by harshness.

In these days of motels, split-level homes, apartments, and bungalows, the child has little opportunity to escape the troubled atmosphere produced by quarrelsome parents.

There were few juvenile delinquents in the days when children could wander up to the attic and shake off their anxieties while examining the treasures of the past which were stored in the family chests and trunks.

Frequently unpleasant home conditions dull his reasoning powers and account for inability to do satisfactory school work, and one wonders why Johnnie can't read.

## Not Good for Man to Be Alone

If he goes outside his home for the much needed love and affection, there is every possibility that he will be shunned by desirable companions because of his dull or aggressive manner; or his neglected physical appearance, (or even his social background) so he seeks the company of those who will accept his deficiencies, as they too have suffered from similar neglect.

This "belonging" to somebody is a comfort to him. It fulfills the need within him for happiness. Rather than risk losing this new-found peace, he will go along with the activities of his companions.

Because they are ostracized from respectable society, does not destroy their desire for creature comforts, and in order to achieve them they need money so they follow a pattern of obtaining it easily—by stealing. Petty theft may satisfy them for a while, then larger enterprises loom up before them. Their initial plans do not include murder, but sometimes they find it expedient for the success of their goal or as a means of self-preservation.

Other relief-seeking activities indulged in by this type juvenile are indulgence in alcohol, narcotics, and promiscuous sexual experiences. The emotional pressures

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## Teacher to Teacher—In Brief

(Continued from preceding page)

brought about by the racial segregation problem understandably brings about a revolt in the youth who is so thwarted, forcing him to strike out in revenge.

### Prison Doesn't Cure Delinquent

When a delinquent is caught and apprehended by the law, society benefits by his being removed from it and physically restrained from

committing further crime, but the individual who is so repressed is not cured. Imprisonment adds to his inner conflicts, and unless some assistance is given him to relieve these banked-up tensions, he will come out of prison with deeper criminal tendencies or have a serious mental breakdown.

### Who Is to Blame?

Where does the blame lie? God only knows the original source, but all those who met Johnnie along

the way may have had at least a finger in it. Every man is his brother's keeper. The two great commandments of love of God and love of neighbor are incumbent on all men.

"A new commandment I give unto you: that you love one another as I have loved you, that you also love one another," said our Divine Lord when He walked among men on this earth. How did He love us? He showed compassion by forgiving repentant sinners; He cured the sick, lame, and blind, raised the dead to life to comfort the sorrowful, and endured misunderstanding, shame, suffering, and death to prove it. "As long as you did it to one of these my least brethren, you did it unto Me," (St. Matt. 25:40) was directed to each one who met Johnnie along the way.

### Where Begin to Prevent Delinquency?

Where shall we begin to prevent juveniles from becoming delinquent? We have to try to understand what Christ meant when He commissioned the Apostles to "love one another." We begin by kneeling at His feet asking His help ("My grace is sufficient for thee"); then we offer a kind word or a helping hand to our fellow man. When each individual's burden becomes lighter, dim eyes will grow brighter, parents will be less hard-pressed with anxiety, and will be more relaxed and disposed to take care of their children's needs, and Johnnie's heart will be happier and his mind will be freer to learn how to read.

The child who is neglected by his parents cries out to all of us for help. He hungers for spiritual comfort. He thirsts for the love of his fellow men and he shivers for the warmth of approval. Given these, he can travel steadily and securely over the rough road of life which leads to his Eternal Father's Home.

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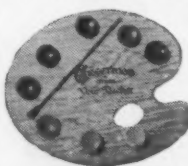
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## Teacher to Teacher—In Brief

(Continued from preceding page)

democratic minds love, known as repartee, then you have been enjoying a dramatic device of very ancient origin. The Greeks called it *stichomythia*. In brief, line-dialogue.

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## Teacher to Teacher—In Brief

(Continued from preceding page)

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CLARENCE: I shall observe him with all care and love.

KING HENRY: Why art thou not at Winsor with him, Thomas?

CLARENCE: He is not there today; he dines in London.

KING HENRY: And how accompanied: Canst thou tell that?

CLARENCE: With Poins and other his continual followers.

KING HENRY: Most subject is the fattest soil to weeds; . . .

In Twelfth Night, Act I.2. Viola comes upon the stage asking the question necessary to identify to the audience the location of the scene:

VIOLA: What country, friends, is this?

CAPT.: This is Illyria, lady.

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LEAR: So young, and so untender.

CORDELIA: So young, my lord, and true.

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CLEO: If it be love indeed, tell me how much.

ANT.: There's beggary in the love that can be reckon'd.

CLEO.: I'll set a bourn how far to be beloved.

ANT.: Then must thou needs find out a new heaven, new earth.

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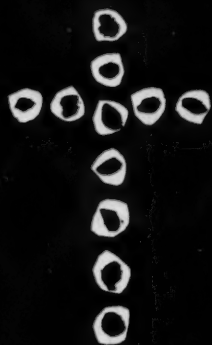
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## Teacher to Teacher—In Brief

(Continued from preceding page)

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OLIVIA: Have you any commission from your lord to negotiate with my face: You are now out of your text: but we will draw the curtain and show you the picture. Look you, sir, such a one I was thus present: Is't not well done?

VIOLA: Excellently done, if God did all.

OLIVIA: 'Tis in grain, sir; 'twill endure wind and weather.

## Plot Development

### (3) Plot Development.

Richard III, I.2. In the wooing scene of Richard and Anne, one speaker is working toward a definite end. Throughout this parry with Anne, Richard's brilliant villainy takes the lead in unscrupulous defence of all accusations.

RICH.: He that bereft thee, Lady, of thy husband Did it to help thee to a better husband.

ANNE: His better does not breathe upon this earth.

Again in Richard III, IV.2. One discovers no refinement in Richard's character but one does discover the effect soon to be produced by the King's irritation toward Buckingham who has lately fallen from favor:

BUCK.: My Lord—

RICH.: Ay, what's o'clock?

BUCK.: I am thus bold to put your grace in mind of what you promised me.

RICH.: Well, but what's o'clock?

BUCK.: Upon the stroke of ten.

RICH.: Well, let it strike.

## Naturalness

### (4) Naturalness.

Macbeth is heard to speak—a man once great in size but now grown gaunt of soul. How plausible is his interruption:

There is ten thousand—Geese, villain?  
Soldiers, sir.

Or, In King John Act IV. The weak indecisiveness of the King muttering in monosyllables as he half reveals and half conceals his intent to murder young Arthur.

KING JOHN: Death

HUB.: My Lord?

KING JOHN: A grave.

HUB.: He shall not live.

KING JOHN: Enough.

## Conflict

### (5) Conflict.

The voice of Shylock, alien, harsh, and snarling, contrasts the world of hatred and discord with that of love and harmony. With maximum immediacy the counter questions display this tension, in the Merchant of Venice, IV.1:

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SHYLOCK: Hates any man the thing he would not kill?

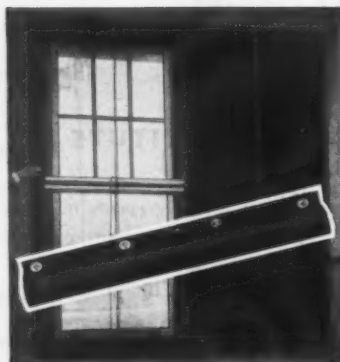
BASSANIO: Every offence is not a hate at first.

SHYLOCK: What, wouldst thou have a serpent sting thee twice?

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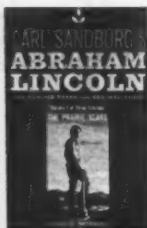
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# Book Reviews

**It Stands to Reason.** By Rudolf Harvey, O.F.M., M.A., S.T.L., Ph.D. (Joseph F. Wagner, Inc.); pages 287; price \$4.95).

Any contemporary author who can link together Stephen Leacock, Lewis Carroll, and Aristotle within the confines of a single page—and make sense—deserves attention. Rudolf Harvey, O.F.M., is such a man. Father Rudolf, the quotable editor of *Friar* magazine, does this and much more in *It Stands to Reason*.

In his witty, informative, and briskly challenging style, Father Rudolf cracks the kernel of philosophy and shows the meat to be very tasty and wholesome indeed.

Firmly and lucidly, Father Rudolf presents the rules of reason and their claims upon us. He disposes of non-sensical notions by offering very sound and sensible notions for comparison. In an increasingly stuffy world which often looks upon absolute truth as an absurdity, and belief in absolute principle as pernicious intolerance, the author introduces a healthy dose of fresh air and sensibility.

Obviously, for Father Rudolf, ideas are the stuff of life, and in his lively pages they ring with the realism of blades clashing in battle. However, *It Stands to Reason* is much more than a showy display of articulation; Father Rudolf gives us an antidote for much of the educational claptrap that has

been steadily sapping the moral strength of our times.

Previous "enlightenment" methodically sealed off the religious sense of man from "reality." Today, the religious vacuum in men's minds is coming to include reason and reflection itself, as further false distinctions separate speculative thought from "reality" and "life."

Thus, as the hold upon reason dwindles and man is reduced to a functional slug, ideals, loyalties, beliefs weaken and fade. The significance of religious faith, its motivation and urgency—all become pointless. Error in theory becomes error in fact as communism and similar parasitical "isms" race with cancerous haste to infect our lives.

If these tendencies to rot are to be stopped, they must be exposed for the cultivated idiocy they really are. Moreover, a solid, dependable, and workable grip on life must be provided in a positive effort to replace error. This is the work of *It Stands to Reason*.

The reassertion of truth must include a grass roots rediscovery of basic philosophical principles which will help motivate man to a reasoned search for purpose in his own life, and an appreciation of the divine and absolute when it is revealed to him. Certainly, there are many people in our society who offer little likelihood of conversion, not because they disagree

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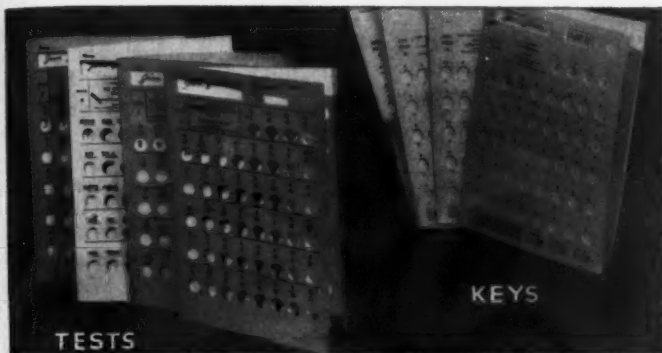
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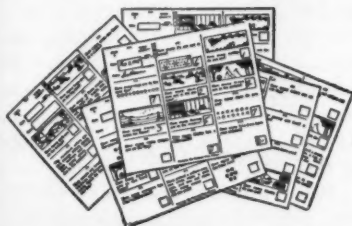
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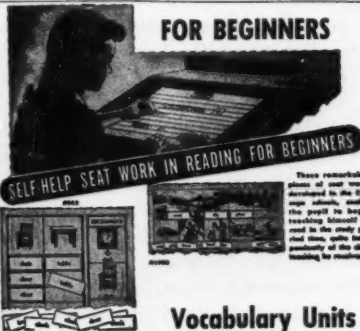
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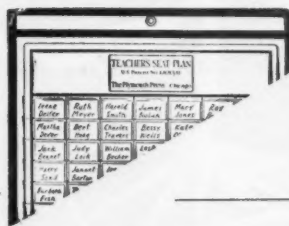
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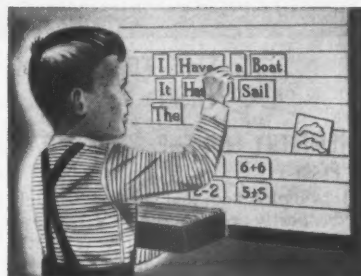
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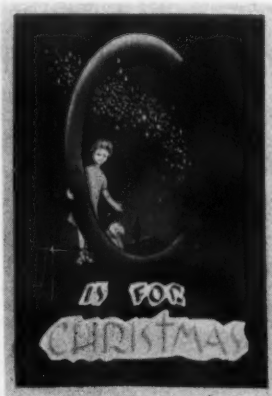
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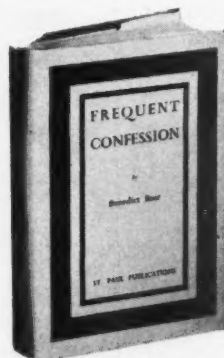
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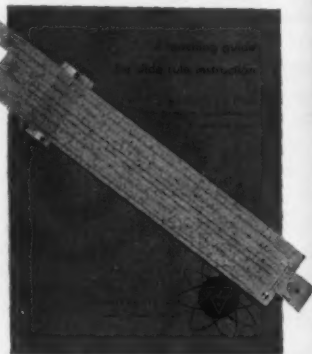
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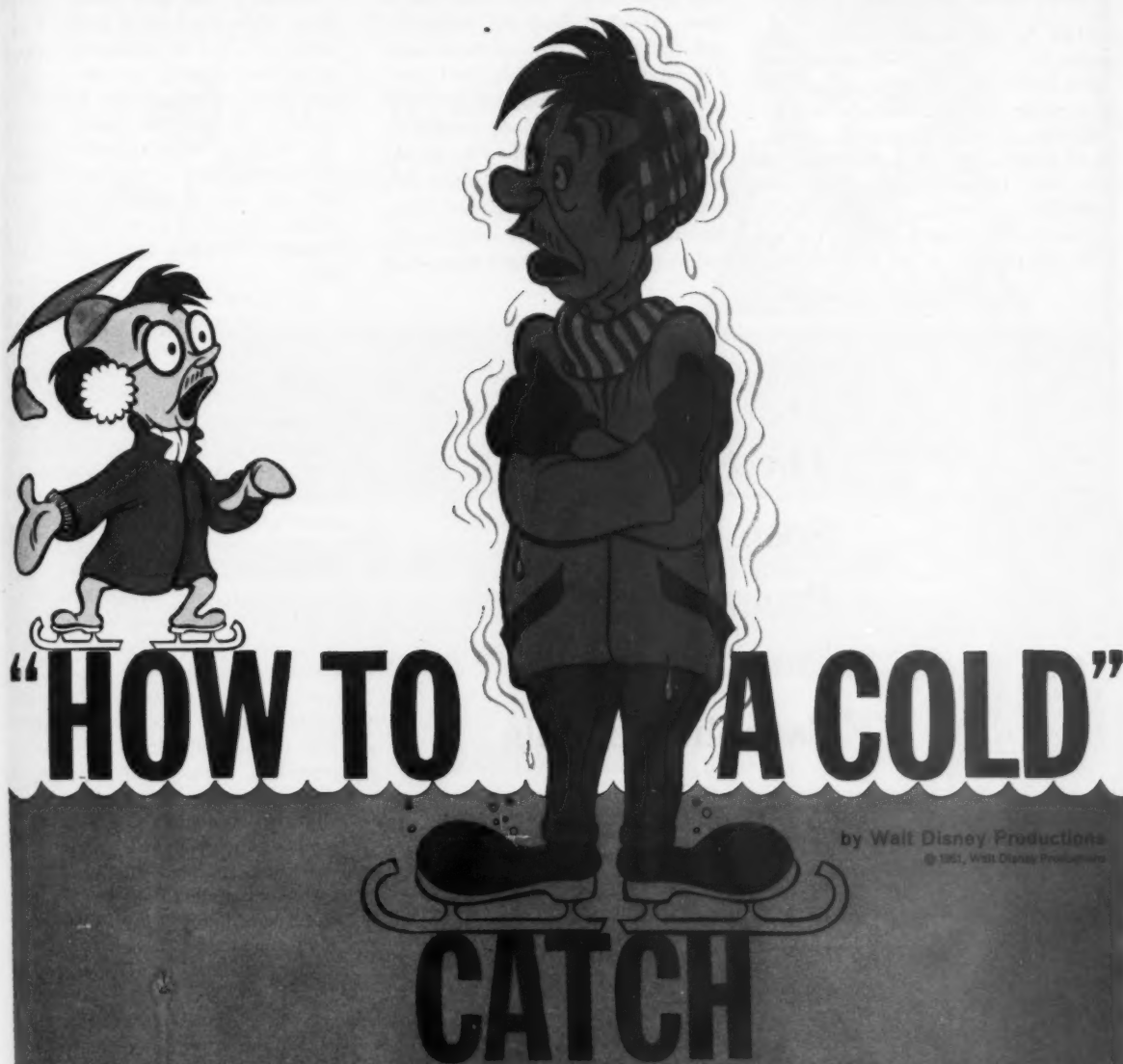
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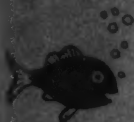
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Via Latina. By Sister M. Emmanuel, O.S.U., Haeffling Printing Co., Tiffin, Ohio, 1960, pages 50.

This booklet of fifty pages is the guide for the student edition of *Dic Mihi Latine* by the same author. It is a guide only in the sense that it contains an exact translation of the same English lessons to be found in *Dic Mihi Latine*, together with the same five questions in Latin which appear in the student edition.

In the preface to this booklet it is

stated: "If students are to learn to read the Latin authors with understanding and appreciation, their early efforts must extend beyond the vocabulary and the syntactical and translational difficulties encountered in the Caesar-Cicero-Virgil trilogy." This sweeping statement is somewhat ambiguous. One would like to know who are the Latin authors that can be read with understanding and appreciation, when, after having by-passed Caesar, Cicero, and Virgil, the pupils have memorized

the vocabulary and expressions used in conversations about modern life.

Certainly oral-aural Latin has its place in the teaching of Latin. It can be used to get the student to apprehend ideas directly in Latin without converting sentences into English, it tends to sharpen the pupil's awareness of idiom, and it can offer the student the supreme satisfaction of speaking and understanding another language besides his own. Above all, it loosens the tongue and makes Latin live.

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But, a vocabulary pointed to a "familiar situations in everyday life within the experience of the average high school student," as in *Dic Mihi Latine*, contributes little to the understanding and appreciation of the classic authors. If the aim is to develop power to read the masterpieces of Latin literature, the conversable idiom should be polarized in that direction. To use colloquial vocabulary and expressions in oral-aural Latin practice and literary Latin in the readings might cause confusion in the mind of the young student. There is no reason why the matter of conversation cannot be, as are the conversations of Erasmus, pure classical Latin. The memorization of such conversations would certainly be of more profit for the reading of Latin literature than would the memorization of their own *made-Latin* sentences.

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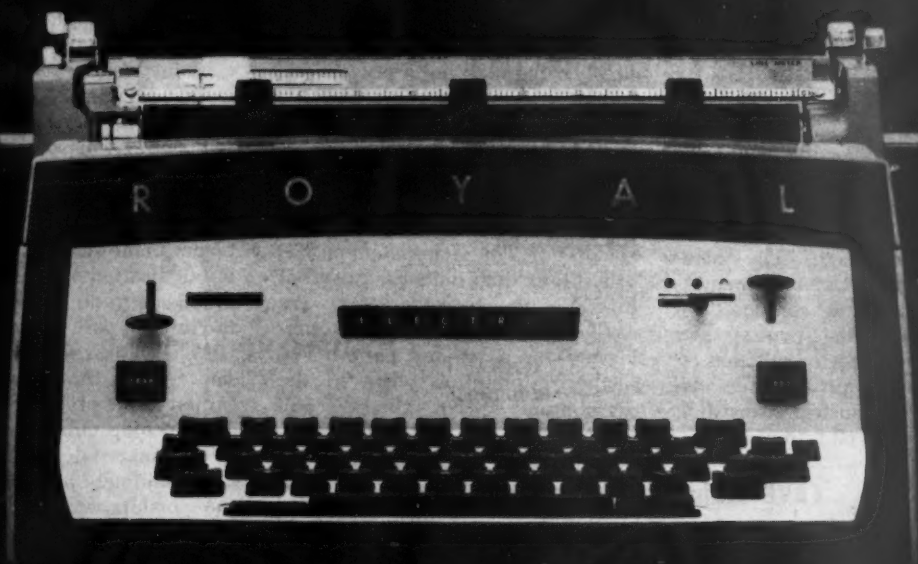


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*The St. John's Catechism, a Sound Filmstrip Series* produced by St. John's University, New York, is an audio-visual presentation of the material of the Baltimore Catechism, No. 2. It consists of three sections, "The Creed," "The Sacraments," and the "Commandments," each section being composed of ten units. The first two sections have previously been evaluated.

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Costs of *The Commandments* is \$150. Individual units are priced at \$15. Various package plans are available. Material may be previewed for a ten-day period. For further information write to the distributor: Brian Press, 839 Stewart Ave., Garden City, N. Y.

### Unit 25: The 2nd and 3rd Commandments

**Description.** This unit develops the general theme of the necessity for reverence and worship of God. It opens with the Old Testament incident of the praise of God offered by the three young men in the fiery furnace who had refused to worship an idol. It then covers briefly the main doctrinal points contained under the Second Commandment. Reverence must always be given to the name of God. On the contrary, blasphemy is an insult to God, expressing contempt for Him either directly, or indirectly by irreverent language for persons or places made sacred to Him. A vow is a dedication of oneself to God by promising to do something pleasing to Him. An oath is the calling upon God to witness the truth of what is said. All of the daily actions are turned to the praise of God through the Morning Offering.

The material under the Third Commandment keynotes the idea of the worship of God. By the natural law all men must worship God as a duty. God in His Testaments has specified the days, places and manner of this worship. Under the New Dispensation there is the obligation of participation in the Sacrifice of the Mass on certain days, since this is the most perfect and most desired form of worship. We give Sunday back to God by worship, by keeping from unnecessary bodily work, by removing ourselves from sin, and by doing good works—this means strength for the soul and rest for the body.

**Analysis.** In general, both of these commandments are presented in a logical sequence. Facts and biblical references conform to the teachings of the Catholic Church—a blessing and relief for the teacher of religion!

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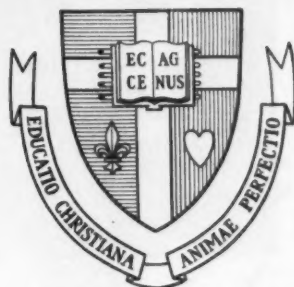
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lesson prove interesting and should hold the attention of the viewers. The scenery and color make the viewing more rich and fascinating. The biblical characters bring to life and remind the student that the commandments are not something new but have come down to us since the time of Moses.

In some places there is a lack of unity. The technical quality is good; the sound is clear, the voices pleasant, and the music not distracting. The art is refreshing and modern. However, compressing two commandments into one presentation causes some problems in organization.

	55	65	75	85	95
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The present-day characters are wisely chosen from among a group of young boys and girls. In a heated argument over an error made, on such occasions is irreverence shown to God's Holy Name. It is questionable, however, whether a teenager should have been used in a courtroom scene. It is up to the entire family to keep the third commandment, for dad could have washed his car on Saturday, and mom could have done that shopping on another day, rather than on Sunday. The characters could have taken a more active part in "talking their parts." In the Second Commandment the boy whose patience was being tried could have whispered the praise of God's Holy Name. In the Third Commandment the little girl could have chided her mother for shopping on Sunday, or asked her to hurry, for she does not want her friends to see her breaking one of God's laws.

**Appraisal.** This unit is a very good device for teaching the second and third commandments. The unit can be used profitably in the middle and upper grades, and for Confraternity instruction classes. The general rating is B plus, or good. The CAVE Seal of Approval is granted.

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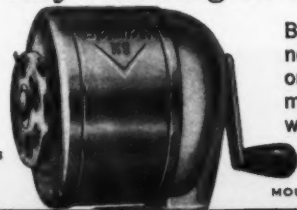
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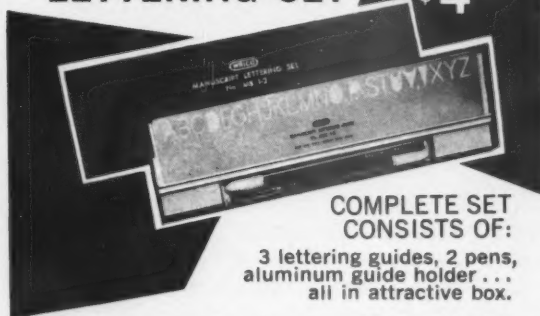
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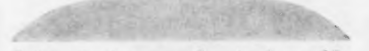
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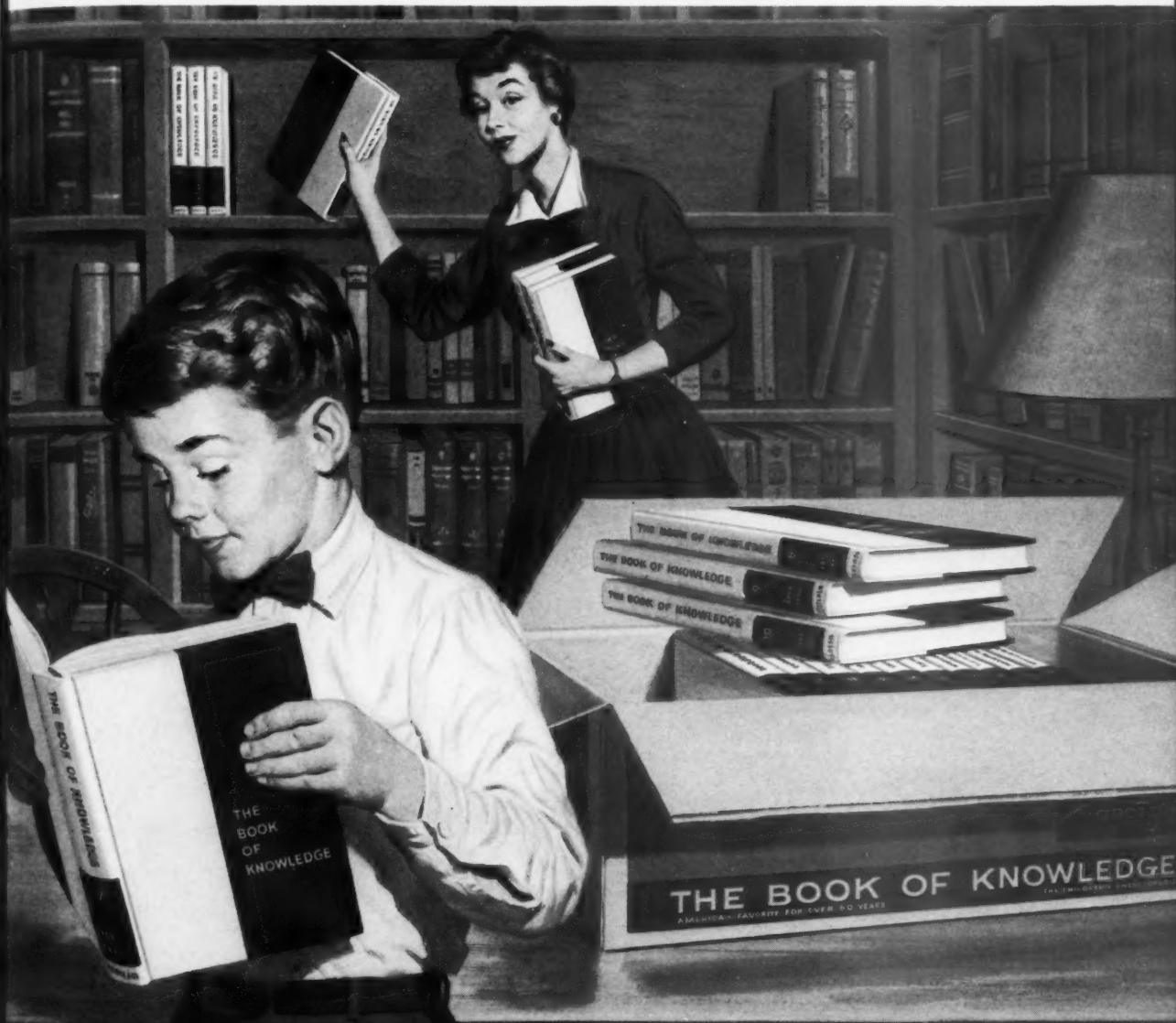
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